

No. *6345.55

V.3



ANNUAL REPORT
OF THE
SCHOOL COMMITTEE,
WITH THE
REPORTS OF THE SUPERINTENDENT,
AND THE REPORT OF THE
TRUSTEES OF THE PUBLIC LIBRARY
OF THE
CITY OF CHARLESTOWN,
FOR THE YEAR 1872.



CHARLESTOWN:
PRINTED BY CALEB RAND
1873.

CITY OF CHARLESTOWN.

IN SCHOOL COMMITTEE, September 19, 1872.

MESSRS. FINNEY, MARDEN, and MURPHY were appointed a Committee to prepare the Annual Report.

Attest:

F. A. DOWNING,
Secretary.

IN SCHOOL COMMITTEE, December 19, 1872.

MR. FINNEY presented the Annual Report of the School Committee for the current year: it was ordered that eight hundred copies, with the Reports of the Superintendent, be printed for distribution.

Attest:

F. A. DOWNING,
Secretary.

SCHOOL COMMITTEE.

1872.

WILLIAM H. KENT, MAYOR, *ex-officio*.

JOSEPH W. HILL, PRES. OF THE COMMON COUNCIL, *ex-officio*.

WARD 1. — Abram E. Cutter, Charles E. Sweney, James A. McDonald, James S. Murphy, James F. Southworth, John G. Dearborn.

WARD 2. — Charles F. Smith, Lyman P. Crown, William H. Finney, Nahum Chapin, John Sanborn, S. S. Blanchard.

WARD 3. — Geo. W. Gardner, Geo. H. Marden, John Turner, Alfred O. Lindsey, Charles E. Daniels, Andrew J. Bailey.

1873.

JONATHAN STONE, MAYOR, *ex-officio*.

ETHAN N. COBURN, PRES. OF THE COMMON COUNCIL, *ex-officio*.

WARD 1. — Abram E. Cutter, Charles E. Sweney, James A. McDonald, James S. Murphy, James F. Southworth, John G. Dearborn.

WARD 2. — Charles F. Smith, Lyman P. Crown, William H. Finney, Nahum Chapin, John Sanborn, S. S. Blanchard.

WARD 3. — Geo. W. Gardner, Geo. H. Marden, John Turner, Alfred O. Lindsey, Charles E. Daniels, Edmund L. Conway.

ORGANIZATION

OF THE

SCHOOL COMMITTEE.

WILLIAM H. KENT, *Chairman.*
 F. A. DOWNING, *Secretary.*
 WILLIAM H. FINNEY, *Treasurer.*
 ABIJAH BLANCHARD, *Messenger.*
 BENJAMIN F. TWEED, *Superintendent of Schools.*

STANDING COMMITTEES.

ON FINANCE.

Messrs. TURNER, SMITH, and DANIELS.

ON BOOKS.

Messrs. GARDNER, CUTTER, SMITH, and DEARBORN.

ON MUSIC.

Messrs. TURNER, FINNEY, and SWENEY.

ON DRAWING.

Messrs. MARDEN, CUTTER, BAILEY, and DEARBORN.

ON EXAMINATION OF TEACHERS.

Messrs. GARDNER, FINNEY, SMITH, DEARBORN, and TURNER.

ON PRINTING.

Messrs. CHAPIN, CUTTER, and SOUTHWORTH.

ON FUEL.

Messrs. SANBORN and CHAPIN.

ON EVENING SCHOOLS.

Messrs. CUTTER, DANIELS, SMITH, CHAPIN, and BLANCHARD.

ORGANIZATION OF THE SCHOOLS.

HIGH SCHOOL.

Committee. — Messrs. Gardner, Cutter, Dearborn, Bailey, Marden.

Teachers. — Caleb Emery, Principal; Alfred P. Gage, Master of the English Department; George W. Drew, Sub-Master; Katherine Whitney, Dora Chamberlain, Louisa F. Parsons, Emma G. Shaw, Mary L. Coombs, Assistant Teachers.

BUNKER HILL GRAMMAR SCHOOL.

Committee. — Messrs. Daniels, Dearborn, Lindsey.

Teachers. — Charles G. Pope, Principal; Henry F. Sears, Sub-Master; Mary A. Eaton, Head Assistant; Lucy E. Howe, Caroline W. Graves, Georgianna Smith; Abbie P. Josselyn, Angelia M. Knowles, Lydia S. Jones, Mary S. Thomas, Ida O. Hurd, Annah M. Prescott, Catherine C. Thompson, Assistant Teachers.

WARREN GRAMMAR SCHOOL.

Committee. — Messrs. Finney, Cutter, Blanchard, Murphy.

Teachers. — George Swan, Principal; E. B. Gay, Sub-Master; Sarah M. Chandler, Head Assistant; Annie D. Dalton, Anna S. Osgood, Margaret W. Veazie, Elizabeth Swords, Frances L. Dodge, Abbie E. Holt, Ellen A. Pratt, Abby C. Lewis, Julia A. Worcester, Maria L. Bolan, Alice Hall, Assistant Teachers.

HARVARD GRAMMAR SCHOOL.

Committee. — Messrs. Marden, Southworth, Turner, Sweney.

Teachers. — Warren E. Eaton, Principal; Darius Hadley, Sub-Master; Abbie B. Tufts, Head Assistant; Ann E. Weston, Sarah E. Leonard, S. A. Benton, Fidelia L. Howland, Fanny B. Hall, Lois A. Rankin, Susan H. Williams, Emma F. Thomas, Mary P. Howland, Elizabeth B. Wetherbee, Mary A. Emery, Georgianna Fitzgerald, Assistant Teachers.

WINTHROP GRAMMAR SCHOOL.

Committee. — Messrs. Chapin, Sanborn, Crown.

Teachers. — Caleb Murdock, Principal; William B. Atwood, Sub-Master; Loretta F. Knight, Head Assistant; Bial W. Willard, Harriet E. Frye, Mary F. Goldthwaite, Arabella P. Moulton, Abbie M. Clark, Ellen K. Stone, Jennie E. Tobey, Sara H. Nowell, Ellen A. Chapin, Lucy A. Seaver.

PRESCOTT GRAMMAR SCHOOL.

Committee. — Messrs. Smith, Bailey, McDonald.

Teachers. — Geo. T. Littlefield, Principal; Samuel J. Bullock, Sub-Master; Mary G. Prichard, Head Assistant; Martha M. Kenrick, Mary C. Sawyer, Julia C. Powers, Elizabeth J. Farnsworth, Ellen C. Dickinson, Lydia A. Sears, Georgie T. Sawyer, Frances A. Craigen, Assistant Teachers.

INTERMEDIATE SCHOOLS.

No. 1. — *Committee*, Mr. Blanchard; *Teacher*, Lucy M. Small.

No. 2. — *Committee*, Mr. Crown; *Teacher*, Anna R. Stearns.

No. 3. — *Committee*, Mr. Sanborn; *Teacher*, Caroline M. Sisson.

TEACHER of MUSIC. — James M. Mason.

TEACHER of DRAWING. — Lucas Baker.

PRIMARY SCHOOLS.

DISTRICT NO. 1.

Committee. — Messrs. Marden, Daniels, Gardner.

Teachers. — Helen G. Turner, Effie G. Hazen, Elizabeth B. Norton, Sarah A. Smith, Mary H. Humphrey, Ella Worth, Ada E. Bowler, Sarah A. Atwood, Caroline M. Arnold.

DISTRICT NO. 2.

Committee. — Messrs. Turner, Lindsey.

Teachers. — M. Josephine Smith, Elizabeth W. Yeaton, Abbie P. Richardson, Melissa J. A. Conley.

DISTRICT NO. 3.

Committee. — Messrs. Bailey, Smith, Sweney.

Teachers. — Mabel West, Frances M. Lane, Ellen Hadley, Abbie Varney, Caroline E. Osgood, Mary F. Richards.

DISTRICT NO. 4.

Committee. — Messrs. Sanborn, Chapin, Crown.

Teachers. — Martha Yeaton, Mary P. Swain, Persis M. Whittemore, Frances B. Butts, Louisa W. Huntress, Marietta F. Allen, Caroline C. Smith.

DISTRICT NO. 5.

Committee. — Messrs. Blanchard, Finney, Murphy.

Teachers. — Louisa A. Pratt, Elizabeth A. Prichard, Elizabeth R. Brower, Catharine C. Brower, Mary F. Kittredge, Effie A. Kettell, Matilda Gilman.

DISTRICT NO. 6.

Committee. — Messrs. Cutter, Southworth, McDonald.

Teachers. — Hannah W. Heath, Elizabeth F. Doane, Sarah E. Smith, Lucy M. Soulee, C. M. W. Tilden, Caroline A. Rea, Frances A. Foster.

REPORT.

AT the close of the last fiscal year, March 1st, 1872, there was an unexpended balance of appropriation for school purposes of \$3,290.92.

The appropriations for the present fiscal year to March 1, 1873, were:—

For salaries of teachers, superintendent, and officers of the school committee (in addition to the amount to be received from the State)	\$99,025 00
For incidental expenses	14,000 00
“ evening schools	800 00
“ drawing schools	800 00
	\$114,625 00

The expenses to January 1, 1873, have been:—

For salaries of teachers, superintendent and officers,	\$83,112 82
“ incidental expenses	9,452 16
“ evening schools	91 17
“ drawing schools	148 39
	\$92,804 54

The committee believe that the schools have maintained during the year the high rank which they have held in the past, and also that considerable progress has been made in the efficiency of every department. Under the judicious and faithful supervision of the superintendent, with the co-operation of the teachers,

the work done has been more intelligent and practical. While congratulating ourselves and our fellow-citizens upon this condition of our public schools, we are not unmindful that much room is left for improvement. Some of the defects in our system are referred to in the superintendent's report, and suggestions are therein presented which, if heeded by teachers, parents, pupils, and School Committee, will go far towards remedying present evils and shortcomings.

It is idle to expect the best results from the labors of incompetent teachers, however assiduous these labors may be. We are happy to say that a large proportion of our teachers fully appreciate the dignity and importance of their profession, and are eager for opportunities for self-culture and improvement in methods of discipline and instruction, thus elevating themselves and exerting a beneficial influence upon their schools. But it cannot be denied that there are exceptions. A few are simply naturally incapable of imparting instruction, or of maintaining proper discipline. Some of this number, being conscientious and earnest, may at some future time attain to the dignity of being termed "fair teachers," but they will never succeed, in the highest sense, as educators; others are fully content with their present attainments, and satisfied with the treadmill routine, so pernicious in its effects upon teacher and pupil. Whether it is not as imperative a duty on the part of the School Committee to remove such teachers, as it is to engage for vacancies none but teachers of

experience or special training, is a question worthy of consideration at the annual election of teachers. And here we might take occasion to say something on the subject of corporal punishment, but for the fact that there seems to be no direct method of reaching the case. The discipline of our schools must be preserved, and the best teachers are sometimes obliged to resort to extreme measures. But an examination of the monthly reports shows very plainly that, as a rule, the frequent use of the rod indicates inexperience or incapacity on the part of the teacher. No teacher can secure discipline without manifesting superiority of some kind. When intellectual or moral superiority is not apparent, physical superiority is a necessity. Like all other improvements, those in discipline will come, if they come at all, through teachers who are better qualified for their work, by a more thorough knowledge of the subjects taught, a wider range of illustration, and a clearer insight into the workings of the youthful mind.

But there are duties which parents owe to the schools which cannot be delegated to teachers or School Committee. These duties have been enumerated and commented upon in the reports of our predecessors. They may perhaps be summed up under the general head of *co-operation* with those who have the management and supervision of the schools. Without this co-operation, we cannot hope to attain the highest success, however competent and faithful the teachers may be.

The primary schools number 39, located in 13

buildings. The schools of District No. 6, four of which formerly occupied rooms in the building on Bow street, on the site of the new Harvard Grammar school-house, and two of which occupied separate houses on Richmond street, are now provided with commodious and pleasant accommodations in the new Harvard Primary school-house. The two school-houses formerly on Richmond street have been removed to Fremont street, near Moulton street, accommodating the schools recently occupying Edgeworth Chapel. The school-house formerly on the corner of Sullivan and Bartlett streets has been removed to Polk street, and the school on Soley street has been discontinued and merged in the schools on Common street. By these changes the committee were able to re-arrange the primary school districts in such a manner as to distribute the pupils more equally.

The intermediate schools, two of which are located in grammar school buildings, and the other removed to the new primary school-house on Harvard street, are performing their work with their accustomed efficiency, and exerting a good influence both on the primary and grammar schools.

On the 22d February, the new Harvard Grammar school-house was dedicated with appropriate and interesting exercises. A full account of the dedication and a detailed description of the building may be found in the Appendix. Four of the grammar schools are now provided with convenient and pleasant accommodations. The need of a new building

for the Winthrop school has been virtually acknowledged by the city government in selecting a site, and preparing plans for a new school-house; but for reasons, chiefly financial, no definite steps have yet been taken to build. Meantime the wants of the school are as pressing as ever.

In this connection it may be well for us to say that while we believe that true economy will be best promoted by providing well-arranged, commodious, and convenient school-houses, — elegant, even, in their symmetry and proportions, — it has never been the desire of the School Committee that any expense should be incurred for meretricious display or useless ornamentation.

The surroundings of the Prescott school-house, which have been so objectionable in times past, and to which the attention of the city government has frequently been called, remain in the same unsatisfactory condition.

For information in regard to the condition of the primary, intermediate, and grammar schools, we would refer to the Superintendent's last report, simply adding our general approval of his views on the subjects of discipline and instruction.

During the year, there have been several changes in the teachers of the High school. Miss Dora Chamberlain, who, about two years before, resigned her position as assistant on account of ill-health, was re-appointed in September. In October, she was suddenly removed by death. Miss Chamberlain was a devoted and faithful teacher.

In November, Mr. George W. Drew, the sub-master resigned his position. Mr. Drew enjoyed the confidence of the committee and the respect of the pupils, and his resignation was received with regret. Mr. Henry W. Brown has been appointed to succeed Mr. Drew, and the vacancy occasioned by the death of Miss Chamberlain, has been filled by the committee on the High school by the appointment of Miss Susan A. Getchell.

In previous reports frequent reference has been made to the importance of a practical course of study in the High school, suited to the wants of this community, and it has been the effort of the School Committee for a number of years so to arrange the course as to give the greatest good to the greatest number. It was for this purpose that the English department was formed a few years ago, furnishing to some extent the needed instruction for a large majority of pupils who enter the school. But we are not satisfied that all has been done that can be to meet the general want of *practical* instruction. Too much time is devoted to studies of comparatively little value, and not enough to those which the committee regard as of great importance. In a community like ours, in fact, in every community, the larger portion of scholars who attend the High school simply need a thorough practical English education to fit them for active business life. We do not question the assertion that the study of Latin is an advantage as a discipline to the mind, but we do question the propriety of making the whole instruction in the school subsidiary to a col-

lege course, when the average number of graduates who enter college is not more than two or three. In order fully to carry out the intention of the School Committee in establishing an English department, it is necessary that the pupils in this department should be considered by teachers as occupying as honorable a position as the pupils in the classical department. It seems to us that our wants will be more fully met by a judicious change in the course of instruction, making certain studies elective, and thus adapting it more fully to the individual wants of the pupil. We are aware that the establishment of such a system would be attended with many difficulties; but it is the duty of the committee to make necessary regulations to meet, as far as possible, the educational needs of the city, and of the teachers to carry out such regulations in spirit as well as in the letter.

Previous to the appointment of "truant officers," no report of the School Committee was deemed complete that did not refer to the baleful influence of truancy upon the schools. We are happy in being able to state that this influence is reduced to its minimum by the efforts of our truant officers, Messrs. White and Wooffindale, who, in the discharge of their frequently difficult duties, have manifested marked energy and discretion. We believe it to be the unanimous sentiment of the Superintendent and teachers, that these officers have been of great assistance in preventing truancy, as well as in the general discipline of the schools.

They have also rendered important aid to the Su-

perintendent in his efforts to keep the small-pox and varioloid from our schools. By daily removing from them all pupils who have been in any way exposed to the disease, the attendance has been better than could have been anticipated; and we are informed that no case of small-pox or varioloid among the scholars has occurred that cannot be traced to exposure outside the schools. Our present statistics would indicate that the schools are the safest places we can find for our children during the prevalence of the epidemic; and this is due, in a great measure, to the efforts of the truant officers in carrying out the plans adopted by the committee and Superintendent.

DRAWING.

Much attention has recently been given to this subject throughout the State, and considerable space has been devoted to its consideration in previous reports of the School Committee. Although drawing was formerly considered by a majority of people as a needless accomplishment, the opinion is steadily gaining ground that it is of intrinsic practical value, and should be made, as it has been by law in this State, a part of regular school instruction. Without going over the ground traversed in former reports, and in the reports of the Superintendent, published herewith, we would express our conviction that while pupils may vary in their aptitude for this study, as in other studies, drawing can be learned by all as readily as arithmetic, grammar, or geography. This was clearly demonstrated at the exhibition of draw-

ing, in which every class of our schools was represented; and the Evening Industrial Drawing School, the privileges of which are availed of by so many of our mechanics from year to year, shows the practical adaptability of this study to the wants of the mechanic and the artisan.

MUSIC.

In the last annual report, a change was recommended in the method of teaching music in the schools, by which it was claimed that a more extensive and definite knowledge would be attained. Early in the year, the Committee on Music, who had been instructed to consider the subject, presented the following report:—

The Committee on Music, who were instructed to consider the expediency of introducing Mason's music charts into the primary and grammar schools, respectfully present the following report:

The system of musical instruction, based on the use of these charts, is in operation in most of the principal cities of Massachusetts and in many of the large cities and towns in various portions of the United States.

The result of the system, so far as your committee have been able to learn, has been uniformly successful.

The general scope of the system is thus briefly sketched by the superintendent of the Boston schools in his twenty-first semi-annual report: "On entering the primary school, at five years of age, the child is at once taught to produce musical sounds, and to sing little pieces adapted to his capacity. From this point the course of musical instruction is continued by an easy and just graduation all the way up through the primary, grammar, and high schools.

There are two features of the system which produce a strong impression upon the minds of competent visitors,—the thorough

scientific training imparted to the pupils, and the provision requiring the instruction to be given mainly by the regular school teachers, aided and superintended in this work by a professional teacher of music. The system is both efficient and cheap. It is found that about ten minutes a day, properly employed, are sufficient to produce most excellent results in this branch. And everybody who understands school economy, knows that the time thus devoted to music will not in the least retard the progress of pupils in other branches."

Mr. Philbrick, in the same report, in referring to the difficulties encountered in the establishment of the system, uses the following language: "How slow has been the progress! So hard is the task to conquer prejudice, and to convert conservatism! But the object has been accomplished. It is a great step of progress and well worth a struggle of forty years."

Your committee doubt not that the introduction of the system into the schools of this city will meet with similar opposition; but as we shall have the experience of other cities to guide us, it is hoped that but little time will be required to "conquer prejudice and convert conservatism" in our midst.

Your committee have made many inquiries in relation to the practical workings of the plan; primary and grammar schools in Boston have been visited, and methods and results have been examined.

The committee believe the plan proposed to be entirely practicable, and that "a great step of progress will be made, by the introduction of the charts, with suitable regulations regarding the teaching of music."

Your committee recommend that a sufficient number of the charts be purchased to supply each primary school and each floor of the grammar schools with a set, and that the committee on music be authorized to prepare suitable regulations for the use of these charts under the supervision of the music teacher. These recommendations meet with the hearty approval of the teacher of music, and to carry them into effect the accompanying orders are submitted. As these charts are intended for all grades of our schools, it is recommended

that the expense be defrayed from the income of the trust fund now in the hands of the treasurer.

Respectfully submitted,

JOHN TURNER,
CHAS. E. SWENEY,
WM. H. FINNEY,

Committee.

The report was adopted, and orders were passed authorizing the Committee on Music to purchase the charts, and make the necessary provisions for carrying its recommendations into effect. The system thus established has, during the time it has been in operation, met the sanguine expectations of its advocates, and has, to a great extent, "conquered prejudice" among the teachers, if it has not entirely "converted conservatism." For a definite statement of the results attained, the following Report of the Music Teacher, made under date of December 3d, to the Committee on Annual Report, is presented.

The result is to me exceedingly satisfactory. I feel now that every minute of time employed by me is utilized; whereas, under the former system, I considered the time spent by me and many of the scholars in the lower classes very nearly thrown away; the numbers brought together in the hall being so large I could not hold their attention, nor could they see the work on the chart or board; consequently, very many of them actually learned nothing except what they learned from hearing those in front. Aside from these disadvantages, the instructions they received were not referred to again until a week afterward, when I found a great portion of it had been forgotten, and we had the work to do over again, with but little real progress. It was the old story of "the frog in the well." Now, with the assistance of the regular teach-

ers, the instruction given by me is practised and reviewed every day, so that there is constant and steady advance.

Judging from the remarks of many of the teachers, I have the impression that a large majority of them are pleased with the present method, and would not willingly give it up, although many of them were bitterly opposed to its introduction. However they may feel about their ability to carry on the work successfully, I think there are *none* but what admit the advantages of the present system. As for myself, I should be very unwilling to return to the former system under any circumstances. I think the scholars are also very much interested, which I can see in their faces as I enter their rooms.

The progress in the primary schools of course depends very much on the ability of the regular teacher to sing, as it is mostly, really, rote-singing. I think, however, there is *no* case where the teacher may not do *something*, if she has the disposition; and I am happy to say the cases are extremely rare where they have *not* that disposition; though occasionally I find one who seems to *hate* it; and I question whether *such* may not *hate* to teach *anything*.

I regret not being able to carry out the work in the High school as I should like to do it. My time there is limited to half an hour each week, with no assistance from the teachers. In this limited time, and with so large a number together, I can accomplish but little in the way of actual instruction. The charts are not adapted for use in large rooms, as it is impossible for those sitting back to see the notes; and to write the exercises on the board, takes a great deal of time, which cannot be spared. I have been much gratified, however, by the increased interest manifested in the singing, and especially by the boys, since the introduction of the new singing-book. In fact, I may say it has been revolutionized, and I think Mr. Emery will agree with me on this point.

I do not claim that we are yet doing our work in a perfect manner. Much is to be learned by experience. It must be a growth from the primary schools upward before we get the full benefits of it. I have availed myself of every opportunity to get information on the subject, and several times visited the Boston schools, and always get some hints which I try to make useful in my classes. I

shall be glad at any time to receive suggestions from the committee.

Yours, with respect,

J. M. MASON.

W. H. FINNEY, Esq.

EVENING SCHOOLS.

The following report of the Committee on Evening Schools was presented to the Board in March: —

To the Board of School Committee:

THE evening schools were opened early in November, agreeably to a vote of the Committee. Two schools for boys, and two for girls. The boys' schools were placed under the charge of Mr. J. O. Burdett, principal, and Mrs. J. M. Burbank, assistant. One was located in the engine building on Main street. The other in the basement room of the Prescott schoolhouse.

The schools for girls were located, one in engine building on Main street, the other in the basement at Winthrop school building. Miss Bial W. Willard was principal, and Miss Ellen R. Stone, assistant of the school on Main street; and Mrs. C. M. Sisson, principal, and Miss Pitman, assistant, of the school in the Winthrop school building.

The whole number of scholars registered in Miss Willard's school was 26. Of this number 14 were constant in attendance, and made good progress in their studies. The others were very irregular in attendance, many of them only coming two or three evenings. Of the 26 registered, 6 were under fifteen years of age; 6 were fifteen; 2 were twenty-four years old. The average age of the whole number was about sixteen years; 8 worked in Tudor's mill; 9 lived at home; 5 worked at various occupations away from home, and 4 worked at housework.

The whole number registered in Mrs. Sisson's school was 66; average attendance, 27; 16 of this number were thirteen years of age, and under; 25 were under fifteen; 9 were 15, and 11 were twenty and over; 30 lived at home; 23 worked at housework; 13

at various occupations away from home, including 3 at Tudor's mills. The average age was just about the same as in the other school.

The whole number registered in the boys' school on Main street was 72. The average attendance for November and December, was 46; the average for January was only 19+, and for the last evening of that month only 15 attended. Besides the irregular attendance, which interfered very much with the progress of this school, there was a very rough and disorderly spirit manifested; 8 of the most unruly were discharged; 4 of them were boys who worked in the glass factory. Their influence was decidedly bad upon the school, and they did not come for any benefit they might derive themselves. It was deemed advisable, also, on account of the small attendance, to remove the school to the Prescott school building and merge it with the other school, and keep the combined school four evenings a week.

The whole number of scholars registered in the other boys' school was 84. The average attendance, 36+. Taking the two schools together, the whole number registered was 156, with an average attendance of 69. Of this whole number 33 were under fifteen years of age; 47 were fifteen years old; 9 were 20 years and over. The average age of the boys was the same as the girls, 16 years; 32 of them had no occupation, or none given upon inquiry of the teacher; 26 were errand and cash boys; 11 worked on furniture; 27 in stores; 36 at different trades; 11 at the glass works; 3 in navy yard; 3 in lumber yards; 2 teamsters; 2 on milk routes; 1 house servant; 1 peddler, and 1 a weigher of coal. The Board can see by these statistics of what varied material these schools are composed, and judge somewhat of the many obstacles and discouragements the teachers have to contend with. The irregular attendance, and want of interest manifested by the irregular scholars, renders the schools of but little benefit to them. Those scholars who did attend with a good degree of punctuality, made commendable progress in their studies. It was noticeable that in three or four examinations of the spelling exercises, by the Superintendent and Committee, all the boys who were present on the several evenings, with the exception of only one or two, could write very fair hands, and spell with a good degree of correctness. Only two or

three of the boys were unable to read when they entered the school. One of these was a German, who made good progress in learning English ; 6 scholars were taught bookkeeping. Diplomas were presented to those who remained, and were present at the last session. The teachers labored faithfully, and did all in their power to further the interests of the schools.

Respectfully submitted,

A. E. CUTTER,

For Committee on Evening Schools.

There is no doubt that these schools have accomplished all the good which could reasonably be expected of them under the plan by which they have been conducted ; but we are not sure that evening schools are not capable of exerting a much wider beneficial influence in the community under a more extended and complete system of instruction. It is a question worthy of serious consideration by the prudent tax-payer, as well as by the philanthropist, whether it would not be economical in the end, as well as tending to the moral and intellectual elevation of a large class in the community, for the city to offer pleasant and attractive accommodations for young men to pursue any branch of knowledge for which they may have a taste, and thus induce the withdrawal of large numbers from the streets or exceptionable places of resort during the perilous evening hours.

The State has already acknowledged its obligations, in this respect, in requiring industrial drawing to be taught, and in the same spirit the governor of Massachusetts, in his message of 1872, recom-

mends as equally important to the mechanic, a practical acquaintance with mathematics, chemistry, and the specialties of mechanism.

Applying the same principle in another direction, — the establishment of an evening school for practical instruction in bookkeeping, etc., would undoubtedly be of much benefit to a large number of young men and women in our city.*

Without committing ourselves upon the question as to the proper limits, beyond which it ceases to be the province of the public to provide free instruction, we would simply state that the opinion is evidently gaining ground that "we shall not reach our highest development until our elementary and classical schools are supplemented by institutions for instruction in the industries on which our prosperity so largely depends."

While it must be admitted that there is hardly anything regarding principles or methods of popular education which meets with universal approval, even among intelligent and experienced educators, yet it by no means follows that all theories or suggestions for improvement should be rejected as chimerical and as simply "new-fangled notions," unworthy of serious consideration. Though change is not always progress, it is an essential condition to progress, and we see no reason why there should not be advancement in education as in everything else. "Times change,"

* In some cities, notably Providence, R. I., and St. Louis, Mo., the system of evening instruction has been made a very prominent feature in popular education, and with very satisfactory results.

and institutions necessarily change with them. Our present system of education is an outgrowth of former systems, and must continue to develop and advance to meet the wants of succeeding generations.

In conclusion, we commend the various interests of our schools to the same liberal support which they have always received from the citizens of the town and city of Charlestown, who have ever regarded the common schools as the common wealth.

Respectfully submitted on behalf of the board,

WM. H. FINNEY,
GEO. H. MARDEN,
JAS. S. MURPHY,

Dr. WILLIAM H. FINNEY, TREASURER, IN ACCOUNT WITH THE TRUSTEES OF CHARLESTOWN FREE SCHOOLS. Cr.

1872.		1872.
Jan. 1.	To balance from former account .	\$607 99
April 17.	“ interest accrued on deposit at Charlestown Five Cents Savings Bank	208 64
Nov. 21.	“ nine months' tuition of non-resi- dent Pupil	15 00
	“ interest from City on Notes, \$5,600,	336 00
		<hr/>
		\$1,167 63
		<hr/>
	To balance	\$601 78
		<hr/>
		<hr/>
		\$1,167 63
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We, the undersigned, hereby certify that we have examined the above account, and find the items therein contained properly vouched for, and the balance, as above stated, \$601.78.

JOHN TURNER,
CHAS. E. DANIELS, } *Finance Committee.*
C. F. SMITH,

CHARLESTOWN, December 19, 1872.

SUPERINTENDENT'S REPORT.

GENTLEMEN, — The semi-annual returns of our schools for the term commencing September, 1871, and ending Feb. 29th, 1872, furnished the following statistics, viz.: —

Number of children in Charlestown between 5 and 15,	
May 1st, 1871	6,557
Average number of pupils in all the day schools during	
the term	5,092
Average attendance during the term	4,657
Per cent of attendance	91.4
Average number of pupils to a teacher in all the day	
schools	45.4
Average number in the High school during the term	264
Average attendance in the High school during the term,	255
Per cent of attendance in the High school during the	
term	96.8
Average number in the Grammar schools during the	
term	2,717
Average attendance in the Grammar schools during the	
term	2,577
Per cent of attendance in the Grammar schools during	
the term	94.8
Average number in the Intermediate schools during the	
term	159
Average attendance in the Intermediate schools during	
the term	145
Per cent of attendance in the Intermediate schools during	
the term	91
Average number in the Primary schools during the term,	1,952

Average attendance in the Primary schools during the	
term	1,680
Per cent of attendance in the Primary schools during	
the term	86

The term was not marked by anything of an extraordinary character; the schools were, however, working with their accustomed faithfulness, and certainly with their usual success.

In anticipation of the completion of the Harvard school-house, a committee was appointed to re-district the city, that the pupils of the different sections might be better accommodated. This was effected with reference to the grammar schools, and the boundaries of the districts were defined. An attempt to re-district for the primary schools was found to involve more difficulty on account of the location of the several school-houses, and no change has been made.

Our primary school-houses may have been well situated originally, but the rapid increase in some locations as compared with others, has left several of them on the very confines of their districts, some with less pupils than formerly, and others full to overflowing. District No. 1 has ample room for all the pupils; but it is very inconvenient for pupils living near the Somerville line to go to Charles street, in consequence of which the small school-house in that locality is overrun. District No. 2 can hardly fill its rooms, although it extends from the centre of Baldwin street to the centre of Sullivan. Sullivan-street school-house, in District No. 3, stands on the

extreme boundary of its territory, but is well filled. The Cross-street school-house, in the same district, is well located and well attended. The Medford-street schools at some seasons are overrun with pupils, and can be relieved only by taking some part of the district into No. 4, to which it originally belonged.

In No. 4, the accommodations are entirely inadequate. There seemed a prospect, at one time, of relief; but the colony of the Winthrop Grammar school, and the burning of the old Harvard, have rendered it necessary still to occupy the Edgeworth Chapel, which, though expensive, is not by any means a luxury, and even with this, the schools are crowded.

The Common-street schools in District No. 5 have been rather diminishing than increasing in numbers, though the limits of the districts have been extended so as to include Ferrin street, under the very eaves of the Edgeworth Chapel. Upon an examination of the returns for these schools and those of No. 31, it is evident that all the pupils in this district can be accommodated in the six schools on Common street.

If, therefore, No. 31 on Soley street should be discontinued, the house will be at the disposal of the committee, and may easily be removed to a convenient locality in district No. 4.

The completion of the old Harvard school-house will give the schools of district No. 6 ample room, and enable the committee to put one or both of the school-houses on Richmond street on wheels if it is thought desirable. Room for three primary schools

is wanted in the 4th district, if the Winthrop colony is to remain in the room on Moulton street, and whether the want can be supplied better by removing the buildings already referred to, or by building a new house with four rooms, is a proper question to be considered. Some action, I think, should be taken before the vacation, that we may be prepared to begin the term in September under more favorable circumstances.

Notwithstanding the inconveniences to which the primary schools have been subjected, it is, I believe, the unanimous verdict of the grammar-school teachers, that the pupils entering their schools from the primaries in February, were better qualified than those of any previous term.

The intermediate schools, two of which have been removed to the grammar-school buildings, have fully maintained their former reputation, giving increased evidence of their usefulness and the efficiency of the teachers.

No special changes were made during the term in the grammar schools, and the statistics show a satisfactory condition in point of numbers, and a percentage of attendance creditable to the schools, and indicative of the beneficial influence of the labors of our truant officers. I believe our grammar schools are all doing good work, and that our teachers very generally are adopting improved methods in imparting instruction and illustrating the subjects they teach.

The systematic introduction of drawing in our

primary and grammar schools, though looked upon with some distrust at first, has, I believe, conquered whatever prejudices existed, and established itself in the confidence of teachers and pupils. For a more definite statement of the results of last term's work, I refer you to the report of Mr. Baker, our drawing master, which is in the hands of the Committee on Drawing.

The musical charts, introduced last term into all our schools, and the new system of instruction in this department, have not yet had time to present any important results; but so far as introduced, the new arrangement seems to have added much to the interest in this exercise, both among teachers and pupils. While coming in as a grateful relief from the more irksome and less social exercises, there is no evidence that it detracts from the ordinary work of the school.

HIGH SCHOOL.

An important improvement was made in this school during the term, by fitting up a room for chemical manipulation by the pupils. This has given a new interest to the study, and converted an abstract knowledge of facts and principles into the power to *do* what is implied in them.

The drawing in this school has not been as satisfactory to the drawing master as in the other schools, from the fact that the time allotted to it has been extremely limited. He has made some suggestions with reference to the future in a report to the Committee on Drawing.

The report of the principal, containing some suggestions which may require action by the Board, I will read, as the briefest manner of making them known.

CHARLESTOWN HIGH SCHOOL,
February 29, 1872.

To the Committee:

GENTLEMEN, — The number of scholars connected with the school in September, 1871, was two hundred and seventy-two (272); the present number is two hundred and fifty-eight (258). The number in the junior class was one hundred and seven (107); the present number, one hundred and five (105).

The class is about equally divided between the English and the classical course. In English Literature and Latin there are four divisions of twenty-seven each,—a number quite as large as can be thoroughly taught, in elementary studies, in the time allowed for recitation.

But in algebra and physical geography there are only three divisions, averaging thirty-five scholars in each. These divisions are much too large. In algebra, especially, the teacher cannot test the intelligence or faithfulness of so large a number, or adapt instruction to their individual wants. No special aid can be given, in the class, to those who need it most, without impeding the progress or wearying the patience of those who need no such assistance; and scholars who, for any reason, fail in their lessons, must make up their deficiencies, and receive the requisite instruction before or after the regular school hours, or remain unassisted, and unqualified for further progress with their class. Such scholars might often be *rescued* by a little timely aid; but our teachers cannot always render this service, because their time is fully occupied by the regular recitations. They cannot give the needed instruction, and also secure the proper amount of study for all members of their classes.

The *remedy* for this deficiency is an additional teacher. I hope, therefore, that the Committee will, at the beginning of the next school year, appoint some one competent to teach either of the two lower classes, and to relieve some of our present teachers of that

part of their labor which they are now unable to perform. With the exception thus indicated, the general condition of the school is highly satisfactory; the teachers are competent and faithful, and their classes have made good proficiency in their several studies.

Most respectfully,

CALEB EMERY, *Principal*.

The argument contained in the report of the principal for the appointment of another assistant seems to me to be valid; and the fact that the different courses are more equally divided, that more time is needed in drawing, and that we are tending more to practical methods and a departmental system, seems to necessitate a fuller corps of teachers than we have had. So far as I am informed, the number of pupils to a teacher in our High school is greater than in most of its kind. In Boston the average number of pupils to a teacher in all the High schools is 26.3, while in ours it is 39.

As suggested in the report, it seems desirable that action should be taken on this matter before the close of this term, that we may be prepared to begin the term in September, knowing what the organization of the school is to be.

The recent visit of the "State Director of Art Education," sent by the Board of Education, suggests the propriety of some remarks on what has been done, and what it seems desirable to do for Industrial Drawing in the city. This, I believe, is now conceded to be one of the most *practical* things in our system of education, one which tends most directly to make skilful workmen of our artisans. All

education above that of the most elementary character has been heretofore in the interest, almost exclusively, of those who were to pursue a classical course of study; and the consequence has been, in nearly all our cities and large towns, that a feeling of dissatisfaction has manifested itself, which has led to a modification of the High school course. This has been done to some extent in Charlestown, and the numbers and interest in the several departments is proof that the efficiency of the school has been greatly increased thereby. But we have not yet done all that can be done in this direction. Every city and large town in the State is now engaged on this problem, and every educator, I believe, regards it as the turning point which is to decide whether we are to retain our relative position in matters pertaining to popular education.

Prof. Smith tells us that, while our system of elementary education is superior to that of England and other European countries, so that we have a more intelligent community, our technical and industrial education is far inferior to that of any civilized country on the earth. The consequence of this, says the professor, is, that our workingmen are doing and must do the coarse work, the drudgery, the least remunerative, in all the departments of human labor. It is this fact that has aroused our manufacturers and mechanics, no less than our educationists, to the value of Industrial Drawing Schools, where all our artisans can be taught the essential rudiments of skilful workmanship. Charlestown was among the

first to comply with the law requiring industrial drawing in evening classes, and in making provision for such classes in the future by a systematic course in our day schools. The results, thus far, have been highly encouraging. And now the question arises, whether we shall stop here, and allow other cities and towns to outstrip us, and furnish greater facilities for improvement in this direction. Twenty places, Professor Smith states, have already made arrangements by which, before another winter, a suitable hall will be appropriated to this department, containing models and drawings to be used as studies, and without which he, as well as our own drawing-master, declares it impossible to make any great proficiency.

Mr. Baker, in a report to me, says: —

“The Evening Drawing School was very satisfactory to me in most respects, considering the means we had to work with. I am more and more convinced that it is impossible to do justice to a school of this character without models and engravings and a suitable place for their display. We must have means for illustration and examples, in order to set all comers at work in their own special departments; otherwise one trade must wait for another. The carpenter must wait until the machinist has taken his lesson from the blackboard; the carver and stone-cutter must wait for both, and so on. Again, we have no place in connection with the public schools of Charlestown where we can conveniently set up models and draw from them. Now it seems to me impossible to carry on drawing to any great

extent and with success, without drawing direct from models. Of course I refer now to free-hand drawing, which is a part of the work of the evening school. I would respectfully but earnestly suggest to yourself and to the School Committee the importance of providing a suitable room capable of accommodating one hundred and twenty-five persons, with movable stands or drawing tables, wherein we might hold our evening classes and the teachers' classes also. I would also suggest the importance of providing suitable models and drawings, or prints, illustrative of the various stages of technical art."

While our schools, then, are by no means perfect, I think they compare favorably with those of other places, and we are engaged in the same problems and moving in the same direction with the educationists of other parts of the State and country.

At the present time, the organization, the prescribed course of study and methods of instruction, in all our institutions of learning, from the primary school to the college, are the subjects of discussion, and modifications of our systems are appearing in every department. Indeed, our colleges, which have heretofore been regarded as the hot-beds of conservatism, are in many instances taking the lead in changes which must influence to a considerable extent the character of the institutions by which they are fed, and bring them into closer sympathy with the great industrial interests of the country.

I need not urge a school committee of Charlestown to cherish whatever of good we have, and to be

ready to adopt whatever measures will, in their judgment, tend to render our schools more efficient in preparing our youth for the active duties of citizenship and manhood.

All which is respectfully submitted,

B. F. TWEED.

REPORT OF THE SUPERINTENDENT.

GENTLEMEN,—The semi-annual returns for the Term beginning March 1st, and ending July 3d, give the following statistics, viz.:—

Number of children in Charlestown between 5 and 15,	
May 1, 1872	6,810
Average number of pupils in all the Day Schools during the Term	5,068
Average attendance of pupils in all the Day Schools during the Term	4,567
Per cent attendance . . . . .	.89
Average number of pupils in High School	238
“ attendance “ “ “	228
Per cent “ “ “ “ . . . . .	.95 $\frac{7}{10}$
Number of pupils to a Teacher in High School	34
Average number of pupils in Grammar Schools	2,826
“ attendance “ “ “ “	2,665
Per cent “ “ “ “ . . . . .	.94 $\frac{3}{10}$
Average number of “ “ Intermediate Schools	120
“ attendance “ “ “ “	105
Per cent “ “ “ “ . . . . .	.80
Average number of “ “ Primary Schools	1,885
“ attendance “ “ “ “	1,569
Per cent “ “ “ “ . . . . .	.83
Average number in B. H. School	576
“ attendance “ “	542
Per cent “ “ “ . . . . .	.94 $\frac{1}{3}$
Number of pupils to a Teacher	44 $\frac{4}{13}$
Average number in Warren School	610
“ attendance “ “	576
Per cent “ “ “ . . . . .	.94 $\frac{1}{3}$

Number of pupils to a Teacher	43 $\frac{4}{7}$
Average number in Prescott School	477
“ attendance “ “	454
Per cent “ “ “ . . . . .	.95+
Number of pupils to a Teacher	43 $\frac{4}{11}$
Average number in Harvard School	656
“ attendance “ “	618
Per cent “ “ “ . . . . .	.94+
Number of pupils to a Teacher	43 $\frac{1}{5}$
Average number in Winthrop School	507
“ attendance “ “	475
Per cent “ “ “ . . . . .	.94—
Number of pupils to a Teacher	39
Number of Graduates from Harvard School, July, 1872,	15
“ “ “ “ Winthrop “ “ “	26
“ “ “ “ B. Hill “ “ “	37
“ “ “ “ Warren “ “ “	38
“ “ “ “ Prescott “ “ “	38
Total	154
Admitted to High School from Harvard	15
“ “ “ “ “ Winthrop	23
“ “ “ “ “ B. Hill	24
“ “ “ “ “ Warren	33
“ “ “ “ “ Prescott	36
“ “ “ “ “ other schools	5
Total number from Grammar Schools examined	133
“ “ “ “ “ admitted	131
“ “ “ other “ examined	7
“ “ “ “ “ admitted	5
Number of boys examined	66
“ “ girls “	74
“ “ boys not admitted	1
“ “ girls “ “	3
“ “ pupils admitted to the Grammar Schools from the primaries, July 3d	309

By an examination of the foregoing statistics, they will be found to coincide so nearly with those of the preceding year as to indicate that we have arrived at about the maximum percentage of attendance in our high and grammar schools. The apparent falling off in the attendance upon our primary schools is due chiefly to the burning of the Harvard primary school-house, and the temporary inconveniences to which the schools were subjected while rebuilding.

The difficulties referred to in my last report, arising from the inconvenient location of some of our primary school-houses, have been overcome in accordance with the recommendations of the committee on re-districting, so that now our districts are more compact, the pupils more equally divided, and, while dispensing with one school, better accommodated than before.

There is a period of a few weeks in September, and perhaps October, and another of similar duration in May and June, when our schools of the lowest grade are considerably fuller than the rest of the year.

This can hardly be avoided; for, if we were to establish new schools based on the data of these periods, the average attendance for the year would be quite too small. The evils arising from this, however, are inconsiderable, since the daily attendance is seldom too large, although the number belonging to the school may exceed the accommodations. In nearly all the schools of the upper grades, where the attendance is more regular, the accommodations are ample at all seasons.

I have made many visits to the primary schools, and

suggested such methods of instruction and discipline as the inexperience of some have seemed to require, and in many instances there has been marked improvement. But, as long as we appoint teachers who have had no professional training or experience, our primary schools will vary much in excellence.

In the regulations for our grammar schools, we have a rule that "pupils regularly transferred from one to another shall be admitted to the corresponding class without examination, provided they enter within two weeks of the date of their discharge." We ought, I think, if possible, to be able to apply this rule to our primary schools; but at present, there is not such a degree of uniformity as to render it, in all cases, practicable. It is always discouraging to a pupil to be put in a lower class than that from which he has been removed; and I have, in some instances examined pupils personally, to satisfy myself that no injustice was done them. This is perhaps the only competitive examination of the lower classes, but it is one that is constantly occurring, and that determines, perhaps, better than anything else, the relative standing of the several schools.

There is another circumstance to which attention should be called, in reference to our primary schools. By the rules of the committee, pupils are admitted from them to the grammar schools twice a year, viz.: on the first Monday in September and March.

When this rule was made it divided the year more equally than at present.

By the present arrangement of vacations, one term

is nearly six months in length, while the other is but four. I would recommend that promotions to the grammar school be made on the first Monday in February, instead of March, which will divide the school year very equally.

GRAMMAR SCHOOLS.

There has been no essential change in our grammar schools during the term. The examination of candidates for the High school in June was conducted as usual, and gave evidence of faithfulness and success on the part of our teachers in the prescribed course of study.

One feature of the examination deserves especial notice. I refer to the examination in grammar. The fact that a knowledge of grammatical definitions and rules, with the ability to analyze sentences and parse words, does not enable the pupil "to speak and write the language correctly," has brought the whole study of grammar into disrepute, and many teachers have even suggested the expediency of dropping it from the course in our grammar schools.

Believing, however, the fault to be in the mode of teaching it, rather than in the subject itself, I stated to the teachers of the grammar schools at the beginning of the year, that in the examination for the High school, half the percentage would be given for a knowledge of principles, and half for the application of principles in written composition. In some of the schools much attention had been given to composition before; but I think, in nearly all, the fact that

the pupils' knowledge of grammar was to be subjected to this practical test, has operated to make instruction in this branch much less abstract and technical. At any rate, the results of the experiment have been very successful, and the compositions, which I have carefully examined, are highly creditable to pupils and teachers. I think no one will object to such a study of grammar as enables a person "to write correctly."

Geography, also, I think is better taught, though I believe there is great room for improvement, even now. If no text-book were used below the second class, and half the time now devoted to geography in the lower classes were occupied in drawing an outline of the most important countries, and locating the principal physical features, and a very few places of commercial or historic interest, with such explanations and remarks as the teacher might give, I think our pupils would leave the grammar schools with a better and more practical knowledge of geography than they do at present.

It would, also, afford time for more general conversational exercises on subjects suggested by such works as Hooker's *Book of Nature, Travels, etc.*, which, as a means of stimulating curiosity, and giving direction to the out-of-school reading, are of more educational value than the memorizing of any amount of dry details.

In addition to the creditable results of the examination for promotion to the High school, I may also say that the exhibitions of the several schools at the

close of the term, all of which were attended by his Honor the Mayor and many members of the Board, were very creditable and interesting. It was, I think, the unanimous verdict, that the *reading* on these occasions was exceptionally good, and a decided improvement on that of the preceding year.

THE HIGH SCHOOL.

I herewith submit the semi-annual report of the principal of this school.

“The last three weeks of the term have been devoted, principally, to *reviews* and *written examinations*, closing the year with the graduating exercises of the senior class. This class entered ninety-seven (97) members, and graduated forty-seven (47), larger than any preceding class. All the classes have been examined in the principal studies of the term, and the results have been not only satisfactory in general, but have indicated very justly the work accomplished during the year.

The following classes deserve special commendation, viz: The junior class, in Physical Geography, Latin, and English Literature; the second middle class, in Latin, History, Rhetoric, and Natural Philosophy; the first middle class, in Chemistry and Geometry; senior class, in Astronomy and English Literature; and the second and third college classes, in Greek. The class in Chemistry have manifested an unusual interest in that subject; and the facility with which the principles of the science have been applied in their experiments in chemical analysis, shows the wisdom of the recent expenditures for the laboratory, as well as the skill and faithfulness of their teacher.

The present condition of the school is, in most respects, satisfactory.

Nearly all have made good proficiency in their studies, and are well qualified for the regular promotion; but a few in each class

have been delinquent, and ought not to be promoted until they shall have made up the deficiencies of the past year.

In some of the classes the exercises in English composition have been necessarily too much neglected, — the teachers having been fully occupied with other essential duties ; but the aid of an additional teacher, already appointed, will in future ensure the requisite attention to this important exercise.

Respectfully submitted,

CALEB EMERY, *Principal.*

It has been my object since I have occupied the position of superintendent, and I believe that of the committee, to make this school of greater practical value to that very large part of the pupils who do not intend to pursue a college course. It was with this view that the English department was made more prominent, and a master of that department appointed. It was with this view that a laboratory was provided for chemical manipulation by the pupils, the benefit of which is referred to in the report of the principal.

The subjects of history and English literature have received more attention, with favorable results in the interest awakened ; and I believe that the course of study should be more extensive in modern history, and more limited in ancient, that the study of rhetoric and grammar should be less abstract and technical, and that much more time should be given to impart a facility in the use of language in written composition.

I know that I shall be met here with the objection that it is impossible, with our present corps of teach-

ers, to correct a large number of compositions daily. I am prepared to admit this. But I have been struck with a suggestion which I recently met in a grammar which was sent me for examination. It is this:—

“Undoubtedly one reason why so few composition exercises are required in school is the drudgery of correcting them. A teacher having a class of say forty scholars, cannot carefully correct one set of exercises in less than five or six hours; and of all tasks, that of correcting the compositions of beginners is the most thankless. By allowing the members of a class to interchange their exercises, the whole work of correcting and criticising may, under the direction of the teacher, be done in the school-room in half an hour. To any pupil, reading, correcting, and criticising the composition of a schoolmate, will be quite as valuable a drill as the original labor of writing one. The first attempts may be rather awkward; but after a few trials the corrections will be definite enough for all practical purposes.”

There is another thing to which I think we are not giving the attention that its practical value demands. I refer to drawing.

I believe it to be the opinion of the best educators and the most intelligent manufacturers in the country, that for practical utility, drawing, in our grammar and high schools, is second only to reading, writing, and arithmetic. It is believed that it will do for us what it has already done in several European countries,—enlarge the extent and improve the quality of our manufactures, and thus open a wider, more lucrative, and more desirable field, which can hardly fail to attract more of our young people to industrial pursuits.

The time devoted to drawing in our High school is much less than is given in the Boston schools of a similar grade, and not enough, in the opinion of Mr. Baker, our drawing master, to secure creditable results when compared with those of other cities and large towns in the State.

I hope the committee will make some arrangement by which more attention can be given to drawing in this school, even if it necessitates some modification of the present course of study.

SUBSTITUTES AND TEACHERS.

Section 7, of chapter 6, of the rules, makes it the duty of the sub-committee, in case of the temporary absence of a teacher, to supply the vacancy with a substitute, and to determine the amount of compensation, — which is, of course, deducted from the salary of the regular teacher.

Under this rule, I have reason to believe that primary teachers often virtually appoint substitutes, and whether they or the committee determine the amount of compensation is, perhaps, better known to the various sub-committees than to me.

The charge has been made, I know not with how much truth, that teachers have sometimes had friends who were ready to substitute a few days for little or no pay, and who, by recommendation of the teacher, have been sanctioned by the committee. Whether this has or has not occurred, I can readily conceive that it might occur under our present system, especially as the want of a substitute is not always made

known to the committee, even if known to the teacher, till the very day when her services are required.

Under such circumstances we can hardly expect the sub-committee to leave his business at a moment's notice to make strict inquiries for a substitute, and if the teacher has a friend ready she is very likely to be accepted.

While I do not wish to assume unnecessary responsibilities, I believe it would be better for the superintendent to appoint substitutes, — subject, of course, to the approval of the sub-committee, — and that the compensation should be regulated by a uniform scale.

This would enable the superintendent to select from the applicants, a record of whose names he is required to keep, such as he might think proper for trial. He would also know when substitutes were employed, and it would be his duty to be able to report on their success. I think this would tend to give us a better class of substitutes, and render essential aid in the appointment of new teachers.

Care in the appointment of teachers I regard as essential to the improvement of our schools. Our salaries are sufficient to secure, for every new appointment, a teacher who has had a successful experience; and of those teachers appointed to positions in our schools who have had no experience, I think it safe to say that, if finally successful, the first year is commonly little better than an apprenticeship.

By my advice, several of the graduates of our High school have obtained schools in country towns where

smaller salaries are paid, and the experience there gained will often render immediate success in our schools almost certain. Though the neighboring cities of Boston and Cambridge have training schools, the superintendent and grammar-school teachers are, under the direction of the sub-committees, constantly seeking and taking the best teachers they can find anywhere.

Our schools are now, as a rule, well graded, our accommodations, with a few exceptions well known to you, ample; but these alone will not secure good schools.

None but teachers familiar with the best methods, possessed of the practical results of a successful experience, and with eyes and ears open to all suggestions and improvements found in educational works, and heard at our school institutes and conventions, can take the first rank in their profession.

For every vacancy that occurs in our schools, I think a teacher might be found in the vicinity of Boston whose education and experience would render a high degree of immediate success almost certain; and if every school is entitled to the best teacher our salaries will procure, it seems to me that this method should be adopted. I confess that I see no prospect of any great improvement in the character of our schools, except what is effected by teachers who bring with them professional training, successful experience, a broader culture, and a more earnest spirit.

METHODS OF INSTRUCTION AND COURSE OF STUDY.

In my last report I stated that "the prescribed course of study and methods of instruction in all our educational institutions are the subjects of discussion, and modifications of our systems are appearing in every department, from the primary school to the college." This is true not only in our country, but in Europe. Even despotism has been driven to the adoption of the principle of universal education, if not for the benefit of the individual, for the welfare and efficiency of the state. With us, it originally took the form of a right inherent in those who were subject to law, and liable to be called on to make or execute it, no less than a necessity to self-government and the perpetuation of our free institutions. This difference in origin and motive accounts for the fact stated by Professor Smith, "that the superiority of our elementary system of education gives us a more intelligent community, while our industrial education is inferior to that of most of the countries of Europe." Accepting this as a true statement of fact, it shows that the dissatisfaction with present methods and results is not an indication that our past and present methods are radically wrong, but that whatever evils exist are rather those incidental to a partial development.

Undoubtedly, in the practical working of the system, there have been and are faults in methods, which our normal schools, teachers' institutes, conventions, and educational journals should strive to reform.

Perhaps, however, the greatest obstacle to improvement in methods is the fact that so many teachers have but an imperfect knowledge of the subjects they are required to teach. They naturally follow the text-book, and perhaps it is best they should, if they teach at all, for beyond that they will be very likely to go wrong. I know it is common to berate text-books, and lay the fault of bad teaching at their doors; but I have noticed in our conventions, that when some intelligent and progressive teacher gives us a good lecture on the best method of teaching grammar, or English literature, suggesting modes that will take us from the routine of the book, and give an ampler, less technical, and more practical knowledge of the subject, some one is almost sure to dispel the charm, by stating that this is very well in theory, but that not more than one in a hundred of the teachers of the State has such a knowledge of the formation and development of the language, or of the characteristics of our literature, as to be able to put it in practice. I believe that text-books, even if imperfect, in the hands of teachers who could teach well without them, are convenient and efficient instruments; while incompetent teachers obtain certain verbal results by their use, which enables them to retain their position, and is so far unfortunate.

Improvement in methods must, therefore, necessarily be slow, as it can only keep pace with the increased intelligence and professional preparation of teachers. To appoint teachers of no professional preparation or experience, and then expect them to

supply the deficiencies of text-books, using them only as a convenient instrument, is simply absurd.

But the question which lies deeper than that of methods is, what change can be made in the prescribed course of studies that will make our schools more efficient in preparing for the industries of life? Governor Washburn, in his address to the legislature of 1872, says :—

“The duty to encourage and promote the special education of mechanics rests upon two grounds: first, the welfare of the individuals directly concerned; and, second, the preservation of our manufacturing supremacy. Not only is a knowledge of chemistry, and a somewhat extended acquaintance with mathematics, highly desirable to the mechanic who aims at an advanced position in his trade, but skill in drawing is universally important and valuable; and it is with pleasure that I notice the introduction of teachers of drawing into some of our public schools.”

And the committee on education gave several “hearings” to petitioners for some legislation to make our grammar and high schools contribute more directly to this end. I was present, I believe, at all these “hearings,” and listened with much interest to views advanced by many distinguished educators, both male and female.

On one point they were all agreed, viz: that the great desideratum of our schools at the present time, is to bring them into closer relations to the common duties and industries of life.

No one, however, seemed able to present a well considered plan for its accomplishment.

The more radical seemed to regard our present

system as little better than a failure, and would be satisfied with nothing but industrial schools where every one should learn a trade.

This, however, was shown to be impracticable, the question arising, what trade? If one, why not all? And if all, it would involve an expense which few of our communities could bear. Half-time schools were proposed, but the number of places is few where these are practicable. The committee seemed fully sensible of the defects in our present course, and failed to present a specific bill, not from any doubt of its desirability, but because no one was able to present a plan which, in all respects, seemed feasible. The nearest approach, as it seemed to me, was to substitute some of the elementary principles of science for the more abstruse and abstract studies of grammar, rhetoric, etc. And here again we meet the question of methods, and find the same difficulty from the insufficient knowledge of the average teacher.

"Hooker's Book of Nature" has been introduced in many of our towns, with the express understanding that it is not to be committed to memory, but to be read and talked about, furnishing a text which the teacher is expected to explain, amplify, and illustrate in such a manner as to lay the foundation and create a desire for more knowledge of the subjects treated. In some cases, I have no doubt it is used in this way, and is accomplishing all that has been claimed for it. But I am not greatly surprised to know that in many schools it has already become a mere exer-

cise in reading, and in some the pupils are simply required to commit the text to memory. A gentleman of my acquaintance, recently, in speaking with a friend in a neighboring town, referred to this book as one that his children were reading at home with much interest, when his friend informed him that it was used as a text-book in their schools, and that his children were thoroughly disgusted with it, being required by the teacher to commit it to memory, as a regular routine recitation. Thus we see that it is not the book, nor the course of study, nor both, that can make a good school, unless supplemented by a good teacher.

DRAWING.

Charlestown was among the first of the cities of the State to provide for competent instruction in this branch in our public schools, and to carry out the provisions of the statute requiring mechanical drawing to be taught to persons over fifteen years of age, in cities and towns containing a population of ten thousand.

Our exhibition of specimens from schools of all grades, held in June last, in the Harvard-school hall, was pronounced by competent judges to be creditable alike to pupils and teachers. The uniformity of the specimens—every pupil in the several schools being represented—went far to prove what Prof. Smith and Mr. Baker say,—that the ability to learn to draw is as general as to read, write, or cipher.

I was especially pleased, at that exhibition, to see

some of our best mechanics, and to hear their estimate of the value of drawing.

One of our best master-builders said to me, pointing to an average specimen of the work done by a boy of the first class in a grammar school, "all that is wanted to make that boy a good mechanic is to learn the use of tools." That was true. His eye and judgment were trained to form, size, and proportion, and his hand to skill in representation.

The introduction of drawing is undoubtedly the most important event in the modern history of our schools; and it is doing more to furnish a solution of the problem already referred to,—that of rendering our schools of greater practical value to the industrial classes, than any, and perhaps all other agencies.

It is, however, but just begun with us; and if we are denied the means of carrying it on to model drawing, etc., we can hardly hope to derive the benefit from it that it is calculated to impart.

Other places, that were slower than we to begin, are now leading us in the provisions they are making for a complete practical course. Taking the word of Prof. Smith, director of art education in Massachusetts that models and charts are "essential" to further progress, most of our cities and large towns have already made appropriations for this purpose, and are ready to go on with the course begun according to the programme of the director.

I hope this matter will be reconsidered in our own city as soon as practicable.

MUSIC.

An important change has been effected in teaching music in our schools, by the introduction of "Mason's Music Charts."

Under powers conferred by the Board, aided by the experience of other cities, and in consultation with our music teacher, the Music Committee have adopted a specific plan by which every regular teacher in our primary and grammar schools gives instruction in music, under the direction and supervision of the music master.

Although this plan has not been in operation long in our schools, it has, I think, overcome whatever of prejudice and doubt existed among the teachers, — many of whom feared an increase of responsibility, — and established the fact that it is desirable and practicable here as elsewhere. I think Mr. Mason will take an early opportunity to exhibit its results, and have no doubt that he will fully justify the expenditure, and satisfy the reasonable expectations of its advocates.

In conclusion, I may say that with many of our teachers in all grades, there is an improvement in method more or less marked; but that this improvement is most visible among teachers of considerable experience, and those who had taken most pains to prepare for the work before entering upon it.

I have found that those who are confident of success without special preparation, are very apt to carry the same spirit into the school-room, while those who

have attended normal schools, — if they have gained little else, — have learned that the price of the highest success is constant improvement, and they are, therefore, more regular attendants at educational meetings, and greater readers of educational works.

A large proportion of our teachers, I think, are now attending courses of lectures on some branches of science, in the *Lowell Institute*, or the *Institute of Technology*, and bringing the results into their classes, — vitalizing, and making interesting, what is in danger of becoming a lifeless routine. It is only on the condition of constant improvement that we retain what we have; and while I would counsel no rash innovation, I am sure that, —

“When the heart goes before like a lamp, and illumines the pathway,
Many things are made clear that else lie hidden in darkness.”

With thanks, gentlemen, for your constant support, the foregoing is respectfully submitted.

B. F. TWEED,

SEPTEMBER, 1872.

Superintendent.

DESCRIPTION
OF THE
HARVARD SCHOOL-HOUSE.

THIS building, — a view of which is presented in the frontispiece of this Report, and the arrangement of the rooms, halls, etc., in the accompanying cuts, — is three stories in height.

The basement contains, in addition to the rooms for the steam-heating apparatus, two large play-rooms for the pupils, with water closets and other conveniences.

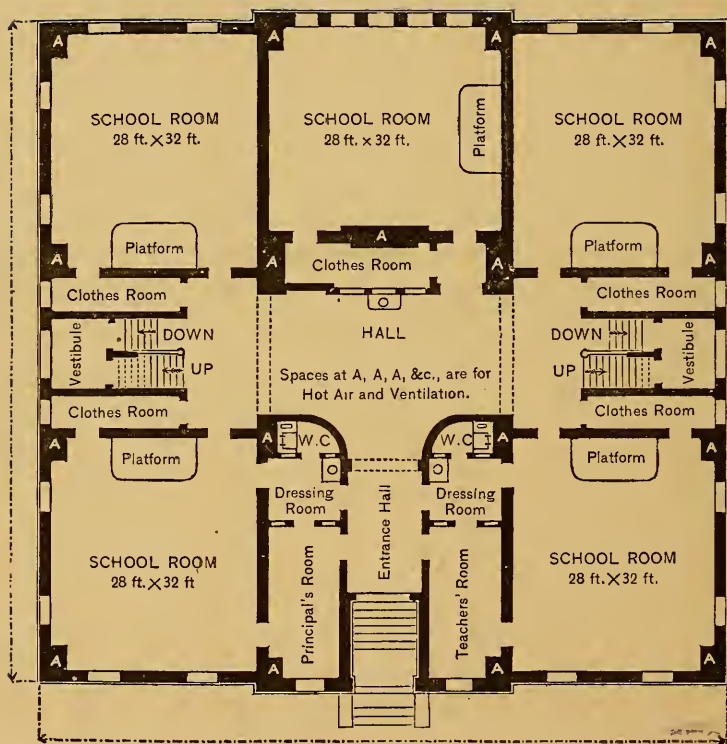
The first floor has five school-rooms, twenty-eight by thirty-two feet, and thirteen feet in height, with clothes-rooms for the pupils, and two reception-rooms, dressing-rooms, and water closets for the teachers, as represented in the cut.

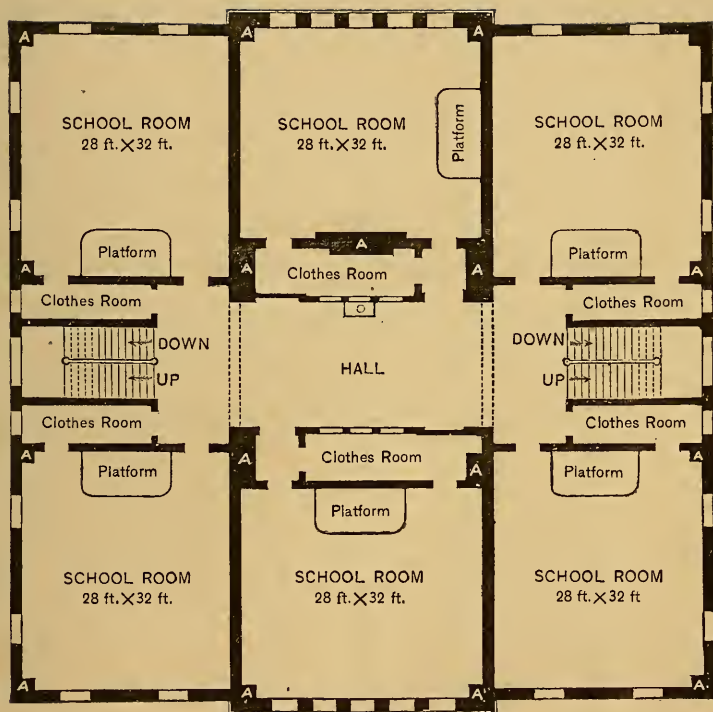
The second floor has six school-rooms, of the same dimensions as the preceding, with clothes-rooms for the pupils.

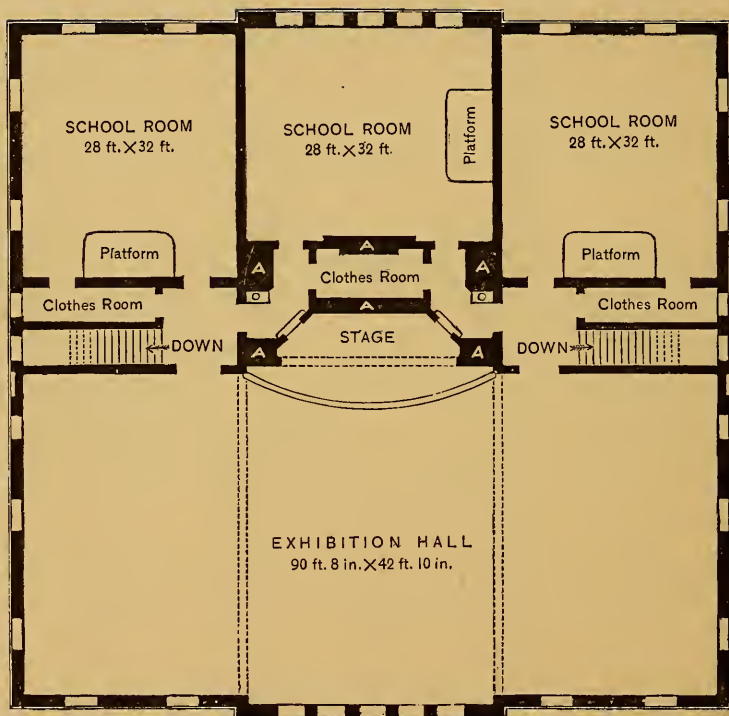
The third floor has three school-rooms of the same dimensions, and an exhibition hall nineteen and a half feet in height, of the length of the building, and about half its width.

The inside finish of the building is of soft brown ash, with southern hard pine for upper floors and platforms.

All the partitions are of solid brick work, and the exterior is built of solid brick walls, faced with pressed brick, and trimmed with granite.







DEDICATION

OF THE

HARVARD SCHOOL-HOUSE.

THE Harvard grammar school-house was dedicated, Feb. 22d, 1872,
by the following appropriate exercises :—

SINGING BY THE PUPILS.

READING OF THE SCRIPTURES.

BY REV. WM. T. STOWE.

PRAYER.

BY REV. THOMAS B. SMITH.

ORIGINAL HYMN.—BY MR. ABRAM E. CUTTER.

Tune, "Fair Harvard."

THE barbarous Scythian in Athens of old,
As we read in a time-honored story,
Its wonders would see—he was bidden behold
In Solon, the Greek's greatest glory.

For, far above temple, above sculptured fane,
Earth's marvel to all coming ages ;—
Above the Acropolis' storied domain,
The Greek prized the wisdom of sages.

Now broken the column, and crumbled the wall ;
The proud archway perished, and portal—
Yet wisdom has builded her house in the soul,
In that realm where all is immortal.

To foundations thus laid in those ages afar,
 Headstone of the corner was given,
 When high in the East arose Bethlehem's star,
 The Herald of Wisdom from Heaven.

To shores far beyond aught the Argos essayed
 Came wise men the new light discerning,
 Whose grand Golden Fleece was a Commonwealth stayed
 On churches and free schools of learning.

With a fond local pride the muse now recalls
 From our archives the bright scroll of honor,
 And choosing therefrom, inscribes on the walls
John Harvard, the generous donor.

From seed sown in weakness we gather in strength,
 'T was timely and prayerfully sown;
 First the blade, then the ear, now the full corn at length,
 We reap where the fathers have strown.

Mr. George B. Neal, Chairman of the Committee on City Property, then passed the keys of the building to Mayor Kent with the following speech :—

ADDRESS OF MR. GEO. B. NEAL.

Mr. Mayor, and Ladies and Gentlemen:—We have assembled together on this day memorable in the history of our country as the anniversary of the birth of our illustrious Washington, to dedicate with appropriate exercises this new, beautiful, and commodious edifice to the uses and purposes of a free grammar school. We have listened to the reading of the Word of God, and have joined in invoking his blessing. And now we may well congratulate ourselves and our citizens generally upon the successful completion of this noble enterprise, whereby another and a more beautiful temple of learning than any yet erected in our city has been reared in our midst, whose spacious halls shall, we trust, be open for many years to come, for the reception of great numbers of the youth of our city, desirous of availing themselves of the privileges here to be afforded them of attaining, by thorough instruction and judicious discipline, a good common-school education, such as may qualify them for their respective duties and occupations in after life. And I cannot forbear, on this happy occasion, from tendering my sincere congratulations to the principal and his assistants, as well as the pupils of the Harvard school, upon their release to-day from all those trials and inconveniences to which they have been subjected during the past year, and while this building has been in progress. During this time one portion of the school has been separated from the other,

a part having been transferred to rooms, pleasant enough, perhaps, when reached, but quite difficult of access, in the attic story of the city hall building, under the charge of the principal; the other part remaining in the Harvard school-house under the care of the sub-master, but occupying the same, with four primary schools, which had been transferred to that building from the primary school-house on Bow Street, which it was necessary to demolish in order to make room for this edifice, a portion of which stands on the land formerly occupied by that building. I trust that whatever time or opportunities may have been lost on this account, may be more than compensated by the greater progress and improvement which shall be made by the pupils of this school in the future, aided and encouraged by the very greatly increased facilities and advantages which they must surely realize while receiving instruction in a building so remarkably well fitted and arranged, as all who have examined it will admit, for the uses for which it has been designed. I propose now to give to you a short history of the inception and progress of this enterprise, which has resulted in the final completion of the noble structure which we this day dedicate, also to make a brief statement of the cost of the work, together with such facts connected with the same as may be of interest to you. In the month of February, in the year 1870, a communication was presented to the City Council by the School Committee, stating, as the opinion of the Board, "that the Harvard grammar school requires increased and better accommodations, and they ask the immediate attention of the City Council to the subject, and that they be requested to take measures at once for the purchase of land and the erection thereon of a new edifice for said school." This communication was referred to the Committee on Public Property, who, after carefully considering the subject, reluctantly came to the conclusion that, in view of the large expenditures just incurred by the city in rebuilding and refurnishing the High school-house, it would be better, on the whole, to defer, for a time at least, work which would require a still greater outlay of money. In the mean time, arrangements were made by the School Committee to accommodate temporarily the surplus scholars of the Harvard district in some one or more of the other grammar schools. But in the month of September of the same year it became evident to the members of the City Council that the petitions of the School Committee, which had become very urgent and were oft repeated, could no longer be disregarded. Accordingly it was decided to take prompt action in the matter thus so decidedly brought to their notice, and the Committee on Public Property were authorized to

select a suitable location with the view of erecting thereon a large building for the Harvard school. They were directed, however, in the first instance, to ascertain whether or not it might be expedient to purchase more land adjoining that occupied by the Harvard school-house for the purpose of either enlarging and remodelling that structure, or of building an entirely new edifice on the same site. The Committee, after due inquiry and deliberation, decided that the project was inexpedient and impracticable, and it was accordingly abandoned by vote of the City Council. The Committee then turned their attention to several locations which were available on Bow Street and its vicinity, and after consultation with the members of the School Committee, with the approbation of that Committee, they finally made selection of the site upon which this building stands as the most eligible as to situation, size, and cost. This site included the land owned by the city, and occupied by a primary school-house, which, as I have already stated, it was found necessary to remove to make room for the new building. Having obtained authority from the City Council to make the purchase, the Committee proceeded to enter into negotiations with the several owners thereof, which resulted in the purchase of the same for the city. This land, comprising four different estates, and occupied by dwelling-houses, most of them of no great value, contained 13,600 feet in area, and cost the city \$29,810.60, at the rate of \$2.20, nearly, per foot. The primary school-house lot, containing 2,720 feet, was purchased by the city in the year 1842, and cost \$1,675, or at the rate of about 50 cents per square foot. The total area of the land upon which this building stands is 16,320 square feet, and cost \$31,485.60, or at the rate of \$1.93 per square foot, not including interest on the original purchase. Plans and specifications for the proposed new building having been prepared and drawn up by Mr. Samuel J. F. Thayer, of Boston, whose reputation as an accomplished and successful architect is so well known and established amongst us as to need no word in his behalf from me, they were accepted by the City Council after having been fully examined and approved by the School Committee, and the Committee were authorized to proceed with the work. Proposals having been received from several parties, the contract was finally awarded to Mr. John B. Wilson, our fellow-townsmen, whose practical knowledge, skill, and thoroughness as a builder is clearly manifested by the many substantial and elegant buildings, both public and private, erected by him in various parts of this city and elsewhere. The principal sub-contractor was Mr. Robert R. Wiley, a member of our City Government, and also well known to you all as a competent and successful mason and builder.

The heating apparatus was furnished on separate contract by Messrs. George W. Walker & Co., of Boston. The cost of the building, including grading and paving the yard, fence, and heating apparatus, is \$92,000. The book-cases and teachers' desks were furnished by Messrs. Daniels, Harrison & Co., and the pupils' desks and chairs, and the settees for the hall, by Mr. Joseph L. Ross. A few of the teachers' desks which were in the old building, have been repaired and put in this for use. Desks and chairs have been provided for 770 pupils, but if it ever becomes necessary, accommodations for sixty or seventy more pupils can be furnished. The cost of furnishing the building, including the gas fixtures, made by the Tucker Manufacturing Company, is about \$6,800. I will give the following summary of amount expended:—

For land.....	\$31,485 60
“ building.....	92,000 00
“ furniture.....	6,800 00
	<hr/>
	\$130,285 60

In additon to the Winthrop school-house, which must soon give way to a larger and more modern structure, we have four first-class grammar school-houses, the Prescott, Warren, Bunker Hill, and the new Harvard; but we do not hesitate to say that the latter excels all the others in perfection of design and finish, and in completeness of adaptation to the purposes for which it has been designed. It differs materially from the others in its exterior, but more especially in its interior arrangements. It has more rooms on each floor, but has none in the attic story. On the first floor are five school-rooms and two reception-rooms; on the second, six school-rooms, and on the third, three school-rooms and the spacious and beautiful hall where we are assembled. All the rooms have convenient retiring or clothes' rooms, and in each story are ample corridors extending from side to side through the centre of the building. In the basement are two very spacious apartments, separated by a brick wall, one to be occupied by the boys and the other by the girls during recess, and to be used by them as a play-room, especially in stormy weather. Although the expenditure thus required has been very great, yet the Committee are confident that the city has received a full equivalent for the outlay. And now, Mr. Mayor, the Committee which I represent, and to whom has been committed the direction and supervision of this important work, by the City Council, having fulfilled their trust and accomplished the work assigned them, in their behalf I now surrender to you this noble edifice, fully completed and

furnished, ready for occupation. In token whereof, I now place in your hand the keys to the entrance doors of the building.

On receiving the keys and passing them to the Chairman of the Harvard School Committee, His Honor accompanied the act with the following remarks : —

ADDRESS OF MAYOR KENT.

Mr. Chairman of the Committee on Public Property :

It is one of my highest and best privileges to be present on occasions like this, and to participate in exercises of so much interest. In receiving from you the keys of this elegant edifice, I follow a usual, and very just and proper custom, and acknowledge, in behalf of the government, an appreciation of the skill which planned, and the care and faithfulness which has superintended its construction. During a year of startling moral and political events, its walls have quietly risen; no accident has happened to the cunning workmen employed in its erection, and we here, to-day, with prayer and song and all pleasant associations and surroundings, rejoice in it finished and complete. And now, Mr. Chairman of the Committee on the Harvard school, it is my further privilege as well as my duty to transfer to you the use and occupancy of this building. During my pleasant intercourse with the school board, and in the course of my various visits to the schools, nothing has more forcibly impressed me than the vast improvements that have been made in school edifices. I chanced, a day or two since, to pass the building in which some of my earlier years were spent, in the city of Boston. It is occupied as a stable now, and I believe answers its present purpose admirably. As I stood looking at it for a few minutes, I was a boy again, and I could not but mentally contrast it with that in which we are assembled. I may be pardoned for noting here a pleasant circumstance, that my old master (Aaron Davis Capen) sits to-day by my side ; and little did he or I suppose, when he was striving to instil the mysteries of figures into my dull brain, that thirty-five years or more afterwards, we should meet on a platform like this, — he as my guest, and I having the honor to represent, as I may be able, an intelligent community. Yes, we remember the old Mayhew school well, with its spacious, but low and dingy apartments, into which some two hundred pupils were packed, seated at long forms, in uncomfortable positions. Healthful modes of heating and ventilation were not thought of ; a neighboring pump was a luxury ; janitors

were unknown, and a weekly detail of boys was made to sweep and clean the school. To-day, sir, I have the pleasure to deliver to you a building perfect in its appointments, luxurious in its fittings. But I need not remind you that where much is given, much will be required, and that it is in vain that we build and furnish, unless a faithful application of means to ends is made. I say this with emphasis, because I think in this, as well as other communities, there is a disposition to inquire whether the results we attain in matters of education, are commensurate with our rapidly increasing expenditures. However the question may be argued or answered, it is one of the greatest interest to all those who are in charge of our school systems ; and therefore the contract for the material and finish of this building being at an end, it having been accepted as ready for use, you and I are here to-day to make a new contract. And the covenant of this contract is, that whereas and inasmuch as the government has provided this splendid edifice, you, for yourself and for your successors forever, do engage that it shall be faithfully applied to its destined use. And by this simple ceremony of transferring the keys to you, and in the presence of this cloud of witnesses, we sign and seal and ratify the contract. Ladies and gentlemen, we are assembled here on this twenty-second day of February, the anniversary of the birth of one whose proudest title is that he was the father of his country. The flags are streaming brightly, the bells are pealing, the cannon are speaking, in commemoration of the day. It seems to me, that we, assembled here, can in no fitter way recognize the day, can no more devoutly, as it were, reconsecrate the memory of Washington, than by dedicating and erecting, as I trust we do in these services, one more pillar in that temple of constitutional liberty which he bequeathed as an inheritance to us. As I approach our city, set upon hills, from almost any direction, three prominent objects arrest my attention. First, the tall shaft on yonder eminence, which *has* risen to meet the sun in his coming, and around whose summit the last beams of departing day linger and play. Next, the church spires; and then, and hardly less prominent, the structures which we devote to educational purposes. I am sure that the prominence of these objects is typical, in no narrow sense, of the estimation in the minds of our people of the interests they represent. They are but other names for liberty, morality, and intelligence, — and the first is but little worth without the others, — for liberty without intelligence is but blind force, and, without morality, is but unbridled license. And so, for my duty to-day is but simple, and my words need not weary, I know you will all join with me in the devout aspiration, that

God will bless this school. May the elements spare it, and calamity pass it by; and here may there be sown that good seed which shall spring up and bear abundant fruit, perchance thirty, fifty, yea, a hundred fold.

Mr. Marden, on receiving the keys from the Mayor, and passing them to the teacher, made the following remarks.

ADDRESS OF MR. MARDEN.

Mr. Mayor:

With pleasure I receive these keys, as emblematic of the golden key of knowledge. I receive them with gratitude, knowing the wants of the children who have looked forward with hope to the completion of this magnificent edifice. For myself and my colleagues, I thank you, sir, for the interest you have manifested in the welfare of our public schools. Your visits to the schools have been a source of pleasure to the teachers and the scholars, who look forward with interest to a frequent renewal of them.

Charlestown was founded in 1629, — Boston in 1630. For a time the settlers dwelt in wigwams and huts about this hill. During the first few years, they suffered severely from sickness, famine, death, and the encroachment of hostile Indians. Amidst all this suffering, the first church was gathered in 1632, and the first free school was established June 3, 1636. This school was probably kept in the block house, or in the great house that was built for the governor, and stood in the square where the fountain now stands. The great house was used as the first meeting house, and was sold, in 1635, to Robert Long, for £30.

The record is as follows: "Mr. Long was granted to have the great house wholly, when we shall be provided of another meeting-house, and to pay £30, and for the present to have the south end, and so much of the chamber as the deacons can spare, and when the congregation leaveth the house, the deacons are to have the plank and boards which lie over the chamber, with all the forms below and benches."

In the archives on the other side of the river, we find, among other proceedings, of "a generall meeting upon publike notice," held on the "13 of ye 2nd month (April), 1635" That "Likewise it was then generally agreed upon yt our brother, Philemon Purmont, shall be intreated to become Scholemaster, for the teaching and nourtering of children with us." A tract of "land, "thirtie acres," was allotted to him "at a generall meeting ye 14th of ye 10th moneth, 1635, at Muddy

River" (now, it is supposed, a part of Brookline), and the grant was confirmed "att a meeting ye 8th of ye 11th moneth, called January, 1637."

If this school was not established until the grant was confirmed, then the first free school was opened in Charlestown. If the school was established in 1635, Boston got a little the start of Charlestown, and has kept it to the present time. The General Court, September 8, 1636, granted Lovell's Island to the town. The island was rented, and the income applied to the support of the school. In 1648, the Court gave this island to the town forever. In 1648, the first school-house was built on Windmill Hill, to be paid for by a general rate; in 1682, another, and in 1713, still another, on the same site.

Sept. 8, 1636. The General Court granted Lovell's Island to the town, "provided they employ it for fishing by their own townsmen, or hinder not others." This island was rented, and the income of it in a short time applied regularly to the support of the school. In 1618, the Court gave this island to the town forever, "provided that half of the timber and firewood shall belong to the garrison at the castle."

In the great conflagration of June 17, 1775, the meeting-house and school-house were destroyed, with the dwellings and shops of the citizens. One of the first acts of the town after the war was to build a meeting-house and a school-house.

May 20, 1800. The School Committee voted "that school be opened Wednesday, 4th June, notice to be given Sunday previously by Dr. Morse, from the pulpit, and that the Board attend the opening of the school 4th of June."

June 20, voted, "That Dr. Morse, T. Thompson, and F. Walker, be a committee to procure plans and estimates for two new school-houses, — one where the old one stands, and one at or near the Neck, of either brick or wood."

Previous to the year 1800, there was but one school-house within the Neck. On the 18th of September, 1800, the School Committee voted to ask the parish for a lot of land in front of the old school-house to put a new one on. The next day, September 19, the trustees met and measured and staked out the land for the school-house. September 24th, it was voted to accept the proposal of Mr. Isaac Carlton, to erect the new school-house for "three thousand two hundred and twenty dollars." It was dedicated September 10, 1801.

Seven primary schools were put in operation on the 16th of May, 1825, for children from four to seven years of age. In May, 1826, another primary school was opened, making eight.

In 1828, the Harvard school-house was put in complete repair at an

expense of \$680.71, and rebuilt in 1847-8. And now, in 1872, we have this magnificent building and model school-house. For nearly two centuries and a half the meeting-house and school-house have stood side by side upon this hill. Thus may they ever stand.

Charlestown has been a sort of nursery for raising teachers for the Boston market and elsewhere.

Benjamin Thompson, a name ever honored among us, taught both in Boston and in Charlestown.

In 1666, the celebrated master, Cheever, was teaching in Charlestown. In 1670, he was teaching in Boston, where he taught thirty-eight years, exercising an important influence upon the people of Boston, and dying Aug. 21, 1708, aged ninety-four years.

Many, after having taught successfully in Charlestown, have removed to other places to teach, or to engage in other business. Some are with us to-day, upon this platform; some have gone to their long home. One, after having for a brief period proclaimed throughout the length and breadth of this fair land, "Peace on earth, good will to man," has, like the glorious sun at eventide, sunk peacefully to rest upon the far-off shore of the Pacific.

Another, after having found scope for his abilities in the great Mississippi valley, has returned to his Alma Mater, and is here for us to do him honor.

At the beginning of this century, John Lathrop, a New-England man, established a school in Calcutta, but was narrowly watched by the government, and very much limited in his plans of instruction. They were willing that he should teach in elementary knowledge, but feared an extensive system of education, as full of evils to their political establishments. In the ardor of his zeal for instructing the rising generation of Calcutta, he presented to the Marquis of Wellesly, Governor-General, a plan of an institution, at which the youths of India might receive an education without going to England for that purpose.

In an interview with his lordship, Lathrop urged with great fervency and eloquence the advantages that he believed would flow from a seminary well endowed, and properly patronized by the government, on such a plan as he recommended; but his lordship opposed the plan, and in his decided and vehement manner, replied, "No, no, sir; India is, and ever ought to be, a colony of Great Britain; the seeds of independence must not be sown here. Establishing a seminary in New England at so early a period of time hastened your Revolution half a century."

Yes, our free schools and Harvard College did help to hasten that revolution, which brought to the front that great and good man whose birthday we are celebrating; and in what more fitting manner can it be done than by dedicating a school-house!

Another great and good man, the Rev. John Harvard, in honor of whom this grammar school is named, entered Emanuel College, Cambridge, England, in 1628, took the degree of A. B. in 1631, and that of A. M. in 1635. He settled here in 1637; and, on the 6th of August, was admitted a townsman, "with promise of such accommodations as we best can." He took the freeman's oath November 2d; was admitted, with his wife, Anne, a member of the church on the 6th, and "was some time minister of God's Word" here. There is no account, however, of his ordination. The house which he occupied was near the meeting-house, on the side of this hill, and was subsequently owned by the Rev. Thomas Shepard, who writes of him: "This man was a scholar, and pious in his life, and enlarged towards his country, and the good of it, in life and death."

Harvard's name is found a few times on the town records. He had a share in a division of land in 1637, and 1638, in another division. He is named, April 26, 1838, one of a committee "to consider of some things tending toward a body of laws"; and had a grant November 27, 1637, of "three and a half feet of ground for a portal" for his house.

Nothing whatever is known of his birthplace or early history. The Hon. James Savage, a most diligent antiquarian, has said that he would cover with gold coins heaped up every letter and line that would tell him anything about John Harvard. He even crossed the ocean in search of memorials of that good man.

Harvard died September 14, 1638, in Charlestown, of consumption, supposed to be about 27 years old; bequeathing to the college one half of his estate, about £800, the earliest, the noblest, and the purest tribute to religion and science this western world had yet witnessed!

The precise spot of his interment is now unknown. Tradition says, that "till the revolutionary war, a great stone was standing over the spot where his ashes repose." But this was destroyed at that period. The summit of the burial hill has been appropriated to a monument to his memory, erected September 26, 1828, by the graduates of Harvard College, which bears his name, and of which he is justly regarded as the founder.

The Colonial Records, October 25, 1636, contain the first notice of the college, towards which the Court makes a grant of £400, to be

paid when the work is finished, — the Court to regulate the place and building. November 2, 1637, it is ordered that the college be at Newtown. May, 1638, the name of Newtown was altered to Cambridge in consequence of the college being established there, and the college received the name of Harvard in the same year. The first commencement was in 1642.

The first professor was Nathaniel Eaton, chosen in 1637. Harvard was not the only benefactor of the college, or the only early promoter of learning. In Captain Richard Sprague's will, bearing date October 5, 1703, is the following item: "I do give and bequeath unto Harvard College, in Cambridge, the sum of 400 pounds in money, etc. I do give and bequeath unto the free school in Charlestown, 50 pounds in money, to be put to interest by the selectmen or treasurer annually, for the use of said school; the interest only to be spent yearly for the end aforesaid."

And now, Mr. Warren Everett Eaton, I know not if you are a lineal descendent of the ancient professor of Harvard; but knowing your zeal in the cause of education, and your ability and success as a teacher; having given full satisfaction to the school committee and to the citizens as sub-master of the Prescott School and master of the Harvard, — we have confidence to believe that you, with your able sub-master and corps of teachers, will make this Harvard School second to none in the State.

And may He who holdeth the universe in his hand, and tempereth the wind to the shorn lamb, guide and direct you in your noble and glorious work of teaching the children entrusted to your care within the walls of this noble building, the keys of which I now place in your custody.

On receiving the keys to the building, Mr. W. E. Eaton replied to Mr. Marden as follows: —

ADDRESS OF MR. W. E. EATON.

It is indeed, as you have said, a noble building. I thank you for it, and, through you, the city. I thank you for it personally. I thank you for it in behalf of those with whom I am associated. And especially do I thank you in behalf of three hundred children, boys and girls, looking through a score or more of these bright eyes before you. I need not say to you, sir, that, like the prophets of old, we have waited long to see these things which you now see, but, unlike them,

thank God, we have not died without the sight. And right here, before I forget it, I desire to give my thanks to him whose comprehensiveness of mind, whose intelligent sight, first properly appreciated the evils of the old structure yonder, and, I think, was the first gentlemen to call your attention to the importance of building a new one. And I desire, too, to thank from the bottom of my heart, his successor, whose untiring energy, whose perseverance against obstacles,—laboring day and night, in season and out of season,—has carried forward the idea of his predecessor to this beautiful consummation. You have alluded to the first professor who had the honor to preside over yonder college. I do not know, as you have suggested, whether I am a “lineal descendant” of him or not ; but, however that may be, I count it a far greater honor to stand here to-day and aid you in dedicating this building to the noblest of objects,—the education of future citizens of this great republic.

You have alluded, too, and so have you, Mr. Mayor, to ancient structures and modern school-houses “made into stables,” and elegant ones like this. And I am reminded that brick walls, though they may cost \$130,000. do not alone make a school ; that spacious halls and convenient rooms do not make a school. These keys may open these doors to the coming of merry feet, but they will not open a single heart or a single mind of a single child. The teacher alone is the talisman and the key. Upon you, sir, and your colleagues, rests the responsibility of placing upon every one of these platforms teachers of undoubted ability and influence. I say “of influence,” for I count it not the value of a teacher that he is able to tyrannize over boys and girls, that he is able to seize upon the weaknesses of the child—for it has them—and make them minister to his own pride and love of approbation. I consider not him the most valuable teacher the results of whose labor can be mathematically computed. I stood last summer over the grave of the greatest of England’s teachers ; a man who had raised himself into prominence, spite of church and state, against bigotry and social power. And I recollect his biographer says that the secret of his success, the fundamental principles of his teaching, was, to seize upon the individuality of the boy, and with that as a lever lift him into a perfect Christian manhood. That is the motive of every true teacher. And such a teacher cannot be measured by line or surface. He is no slave—you can’t make him one. And of what worth would he be if you could ? You recollect, sir, what the old Greek said : “Give your son to a slave to be educated, and when it is done you have two slaves instead of one.” I look over my own past life, and, from my mother’s knee to college, I recall but two teachers

who, it seems to me, had the influence of a whit in the directing of my growth. One of them you have alluded to, and he sits upon this platform to-day. Ability, I repeat, you cannot measure by barleycorns. You cannot time it by clocks, even if it be one of Howard's best. That was not a rhetorical burst simply of the great jurist when he exclaimed: "O, for an hour of Webster!" Go up and down history, and you will find that every great movement had for its origin a statute law that you could print upon a single page of a 12mo, or a sermon that could be comprised within the limits of a single chapter, or a thought that you could crowd easily into a proverb. But I count myself fortunate, I consider these teachers and children fortunate, I count the parents of these children favored, that there is at the head of its school to-day a gentleman (and I thank you, Mr. Mayor) whose comprehensiveness of thought and purpose, whose intelligence, whose large-heartedness will see to it, with eyes as jealous as were those of the Roman senators of old, that to this school there comes no detriment.

These keys — well, if they mean anything, they mean higher thoughts, truer loves, loftier aspirations, a larger growth. If they mean less than that, your \$130,000, for all the good that it will do, might have been dross, and these walls be in heaps before to-morrow's sun. I pledge you, sir, and gentlemen, that, so far as I may be privileged, these proportions, so beautiful, so costly, shall be to the passer-by neither a mockery nor a lie.

A dedication ode, written for the occasion by Mr. W. E. Eaton, was then sung by the pupils, to the tune of Keller's American Hymn: —

God of our fathers, all glorious and great!
 Founder of Empire and Saviour of State!
 Bend from thy throne in the dark-rolling cloud;
 Fill with thy Presence this temple so proud; —
 Come in thy glory our efforts to bless.
 Twine with thy mercy each lintel above;
 Crown every archway with justice and love; —
 Come in thy grandeur this temple to bless.

Here into hearts that shall mould and bear sway,
 Fountain of Wisdom, the Truth and the Way, —
 Flow like the waves on the ocean's white breast;
 Pour through this temple a tide of unrest;
 Come in thy wisdom its teachers to bless.
 Sweet as that smile by Gennesaret's sea,
 Shine on these hearts now so youthful and free; —
 Come in thy beauty its children to bless.

Angels that hover where danger is near,
 Come from your homes in the bright heavenly sphere ;
 Quench the red flame that shall threaten with harm
 Temper the whirlwind and ride on the storm ; —
 Spread your white pinions to guard and protect,
 Blessing the years as they roll in and die.
 Long may these walls greet the blue-vaulted sky ; —
 Ever, O Father, come, guard and protect.

Prof. B. F. Tweed, superintendent of schools, was the next speaker

ADDRESS OF PROF. TWEED.

Mr. Chairman :

I ought, perhaps, to say a word for the ex-teachers of Charlestown, who have been so kindly alluded to by the chairman of the committee on the Harvard school, and many of whom I am happy to see here to-day. And I believe I may claim that we have all sustained good moral characters, and been engaged in some useful and honorable employment. Some of our number have left the profession, and served the county, the State, or the nation, in important offices. Others have occupied responsible positions in the great monetary institutions of the neighboring metropolis, and if we can judge by appearances, they have found them as lucrative, even, as teaching. Others, again, have been, and still are, in the harness as teachers, in Boston and elsewhere; and I know of but *one* instance, or *two* at the most, where they have come back upon Charlestown for support. I hope Deacon Weston will make a note of this. But here my classification fails. What shall I say of my sub-master at the Bunker Hill school, who outgrew *Charlestown*, and *Boston*, and the *State*, but who did not outgrow the nation, and when the demon of secession raised its horrid head, grappled with it, and died a martyr to the Union? But, sir, apart from our ex-teachers, Charlestown is rich in its historical associations. There is scarce a feature of its landscape not suggestive to the local historian of some important event in the annals of the country. Not to speak of the column which rises from yonder summit, commemorating an event which reduced to ashes the altars and homes of the fathers, let me call your attention, for a moment, to a less pretentious monument in the old burial-ground, — that of John Harvard, whose memory is most appropriately kept green, in connection with this and other institutions of learning. As has been said, little is known of the personal history of Harvard. It is agreed, I believe, that he died and was buried in

Charlestown, but of his sepulchre, like that of Moses, no man knoweth to this day. Nor is it necessary, —

“ Strew his ashes to the wind,
Whose words or deeds have served mankind,”

and monuments will spring up to guard and commemorate every particle of his ballowed dust. Our old church historian, Fuller, in speaking of one of England's worthies, says: “ His ashes were thrown into the Avon, whence they passed to the Severn, thence to the narrow sea, and then to the broad ocean,” so that now, like his principles, they are diffused through the world. This is an apt, though quaint, illustration of the virtue which goes out from every truly great and good man. The dust of the world's benefactors is the seed, which, though the smallest among seeds, becomes a great tree, in which the birds of the air find shelter. We trust that here the winged messengers of thought will nestle, and gladden us with their joyous songs of a better day coming. The *sum* given by Harvard to found the university which bears his name was *small* when compared with the princely donations of later benefactors, and yet it may be that the “ *mite* ” of John Harvard was, in the eye of Heaven, more than all which they have cast into the treasury. It is these small things which contain the germ of all our great institutions; and it is *faith* in the day of small things, “ of seed sown in weakness,” that lies at the root of our system of education. In every child we see the possibilities of greatness and usefulness, and we educate the *man* in the child.

“ A little child, in bulrush ark,
Came floating down the Nile's broad water ;
That child made Egypt's glory dark,
And saved his land from bonds and slaughter.

“ A little child for knowledge sought
In Israel's temple of its sages ;
That child the world's religion brought,
And razed the temples of past ages,

“ Mld worst oppression, if remain
Young hearts to freedom still aspiring,
If, nursed in superstition's chain,
The human mind is still in quiring ; —

“ Then let not priest or tyrant dote
On dreams of long the world commanding ;
The ark of Moses is afloat,
And Christ within the temple standing.”

Mr. Marden then read a letter from Hon. G. Washington Warren, who regretted that a previous engagement prevented him from attending the dedication. Mr. Marden then introduced Hon. Richard Frothingham in a most complimentary manner, who responded with a brief address.

REMARKS OF HON. RICHARD FROTHINGHAM.

Mr. Frothingham thanked the Committee for the honor of the invitation to be present on an occasion so interesting as the dedication of another noble temple to the cause of education, and for the privilege, quite unexpected, of taking part in the exercises; but the ground both of history and sentiment had been so thoroughly traversed, what ought to be said had been so well said, that he despaired of making any remarks worthy of attention, and the few words he should say would grow entirely out of what had been already said. Of the benefactors of education of Charlestown, who have been mentioned, John Harvard justly has had the most prominent place, and his whole biography, so far as is known, has been given. Here was a young man who had one great thought, did one great deed useful to the world, and his name is immortal. It has been a matter of wonder that so many natives or this place, becoming wealthy, have lived and died in or out of it but have never endowed here a temple dedicated to education and science. The municipality, however, has early and late supplied liberal opportunities for the education of the children born on her soil. The progress of equality, as to allowing boys and girls the same opportunities, was slow; for, down to the Revolutionary war, the girls were allowed the privilege of attending school after the boys were dismissed. As Mr. Frothingham was dwelling on this point, the bells began to ring, when he passed from this subject to remark on the character of Washington. What more than any other trait marked his public career, was his spirit of union, of nationality, fidelity to the idea that what he called his country took in Massachusetts and South Carolina, as well as Virginia; and this made him an impersonation of his countrymen. It was manifested, in a striking manner, in his manly political stand, before his appointment as commander-in-chief. It was made known to the patriots here by action more than appeared in the newspapers.

An illustration was supplied in the reception of a letter accompanying a contribution from Virginia. It was probably read to a committee that met in Fanueil Hall, when Samuel Adams and Joseph Warren and others might have been present, and it told how Colonel

Washington had offered to lead, if necessary, a thousand men, well armed, to the relief of Boston. Another illustration occurred in his action relative to the act of parliament destroying the Massachusetts charter, or overthrowing its old government. He was the chairman of the meeting of the freeholders of his country when they resolved that if Boston was forced to submit, yet they would not hold this submission to be binding on them, but would abide by the measures of the general congress. It was a knowledge of such a spirit in the hero of the French war that prompted Warren and Gerry to write on to the Massachusetts members that such a character should be selected to command the armies. Mr. Frothingham presented more fully this spirit of union and of nationality, as a characteristic of this great life, and in closing, spoke on the influences which teachers might exert on the youth who might gather within the walls of this noble building. Of those who had graduated from the common schools was Morse, the world-renowned inventor of the telegraph. The school which he attended was very near this location, and his schoolmates are living who tell things of his school hours, when his genius began to show itself. It is permitted to few to become like him, benefactors to mankind. But all who enter these walls as pupils may here do much by application, to become fitted to act well their part in life. Long may this temple stand and continue to send forth graduates to be an honor to the place and be serviceable to their country !

The exercises were then closed by a trio by three young ladies from the High School.

REPORT OF THE TRUSTEES
OF THE
PUBLIC LIBRARY
OF THE
CITY OF CHARLESTOWN,
FOR THE YEAR 1872.

CITY OF CHARLESTOWN.

IN BOARD OF MAYOR AND ALDERMEN, }
December 16, 1872. }

Report accepted. Sent down for concurrence.

JOHN T. PRIEST,
City Clerk.

IN COMMON COUNCIL, }
December 16, 1872. }

Report accepted in concurrence.

THOS. H. HASKELL,
Clerk.

REPORT.

CHARLESTOWN PUBLIC LIBRARY, Nov. 1, 1872.

To the City Council of the City of Charlestown:

THE Board of Trustees of the Public Library present their Annual Report to the City Council, made up to November 15, 1872.

The work of the library has been carried on quietly, but successfully, during the year, and its condition can be seen by the following statement of the Librarian, whose services have been faithfully performed, and who has our full confidence at the present time.

LIBRARIAN'S STATEMENT.

Through the past year, besides the daily routine labor, much has been done towards bringing the library into good working order.

All additions, since the issue of the stereotyped catalogue of 1862, now appear in the new *Supplementary Catalogue* of July 1, 1872.

The manuscript "card catalogue" has been carefully revised, and may now be relied on to ascertain what books we have on the shelves.

The following items indicate the present

CONDITION OF THE LIBRARY.

Number of vols. catalogued for circulation	.	.	11,510
“ “ “ for reference	.	.	2,486
Duplicates, etc., not catalogued	.	.	737
Total	.	.	14,733

Number of vols. purchased	.	.	926
“ “ from binding periodicals	.	.	46
“ “ from donations	.	.	484
Total increase	.	.	1,456

Number of vols. sent to the bindery	.	.	738
“ “ worn out in service	.	.	383
“ “ replaced by new	.	.	225
“ “ considered lost	.	.	7
Number of cards issued to new applicants	.	.	1,090
Total registration since June, 1869	.	.	5,429

Number of days the library was open	.	.	281
“ “ books delivered	.	.	65,501
Average daily delivery	.	.	233
Largest number in one day	.	.	663
Smallest “ “ “	.	.	22
Average Saturday delivery, for the year	.	.	464
“ “ “ for each month : —			

November	.	.	461	May	.	.	509
December	.	.	459	June	.	.	440
January	.	.	523	July	.	.	338
February	.	.	548	August	.	.	254
March	.	.	588	September	.	.	296
April	.	.	548	October	.	.	391

Comparative Statement of Circulation for Three Years.

	1869-70.		1870-71.		1871-72.	
	Cir.	Days.	Cir.	Days.	Cir.	Days.
November	3,694	25	5,283	25	5,950	25
December	4,547	26	5,578	26	6,235	25
January	6,634	26	6,524	26	7,080	26
February.....	6,518	23	7,095	23	7,304	24
March.....	7,677	27	8,083	27	8,185	26
April.....	6,150	25	7,270	24	7,100	25
May.....	6,119	25	6,544	26	6,085	26
June	4,003	24	5,423	24	4,768	23
July.....	3,409	25	4,318	24	3,710	26
August.....	1,307	15	1,010	14	1,306	15
September....	1,912	14	1,564	10	2,108	13
October	4,973	26	4,867	26	5,590	27
	56,943	281	63,559	275	65,501	281

Daily Average, 202+ — 231+ — 233+

The collection of pamphlets has been increased, by donations, two hundred and ninety, making an aggregate of about three thousand five hundred, some of which are in bound volumes, but by far the greater part are loose, unassorted, and not catalogued. These we hope to arrange in proper order as time may permit.

Amount received for sale of catalogues . . .	\$42 00
“ “ “ fines collected . . .	237 70
“ “ “ sale of old paper, etc. . .	22 55
	<hr/>
	\$302 25

Respectfully submitted,

C. S. CARTÉE,

Librarian.

The following statement will show the financial condition of the Library, with the items of expenditure during the year: —

Balance, Nov. 15, 1871	\$1,697 03
Appropriation for the year ending Feb. 28, 1873,	4,100 00
Amount received by the city for dog licenses in	
1871	683 05

Collections in the Library as follows: —

Fines to November 1	\$237 70
Sales of catalogues	42 00
“ “ old paper, etc.	22 55
	<hr/>
	302 25
	<hr/>
	\$6,782 33

Amount of 12 pay rolls sent to the City Clerk .	4,969 54
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Leaving an unexpended balance of	\$1,812 79
to carry us to the end of the financial year.	

The items of expenditure have been as follows: —

For Salaries	\$2,380 00
Books and Periodicals	1,084 40
Binding	293 20
Stationery, etc.	41 05
Covering Paper	28 00
Printing and Advertising	85 75

For Catalogues	\$630 70
Carpentry, Painting, etc.	34 86
Repairing Stamps, etc.	13 75
Insurance	177 50
Gas Fixtures	4 40
Temporary Assistants	67 78
Expressage and Labor	32 50
Incidentals	95 65
	<hr/>
	\$4,969 54

The new Supplementary Catalogue, which, we think, is a very creditable volume, was printed by Messrs. Rockwell & Churchill, of Boston, at an expense of \$630.70. It supplies a need which was much felt by borrowers, and aids greatly in the comfortable management of the Library. The two catalogues now contain all the books belonging to the Library previous to July last, and lists of those received since that date have been posted in the waiting-room without delay. The number of new books added during the past year has been smaller than we could have wished, or than would have been the case if the new catalogue had been sooner completed and fewer replacements required. The good condition of the books, and the general good order of the library at the present time, make it probable that a larger number of new publications will be added in the year to come, even if the appropriation for the purchase of books is not increased. Our means have really been too limited for a proper increase in such a library; but this we think is a subject for the consid-

eration and liberality of the citizens rather than the City Council.

With the bequest of the late Mr. Adams, we have made some desirable additions to the Reference Library, and it is our intention that all books purchased with that fund, and bearing his name, shall be of lasting value. The Reference Library, so far as it goes, is good; but there is need of a much more extensive collection of such books in the city. Some additions to the list of periodicals for the Reading Room have been made since our last report, and the number of readers has increased.

In July last, we sent to the City Council a communication in relation to the purchase of files of the "Bunker Hill Aurora," now in the possession of its editor, W. W. Wheildon, Esq., and we are still of the opinion that, if a reasonable arrangement to secure these papers can be made, it will be well for the city to possess them.

The increase in the circulation of books this year over the last would have been greater, we think, if there had been less fear of varioloid, cases of which have been so numerous in our own as well as other cities. Nevertheless, all the precaution in our power has been taken to protect the library and borrowers from its influence.

The books and fixtures in the Library are insured for \$10,000, but \$4,000 of the amount is in a policy of the Mechanics' Mutual Insurance Co., of Boston, taken out last April, and for which was paid \$140 in cash, with a liability for \$140 more, for seven years'

insurance. The great fire of November 9 has probably destroyed the value of this policy, and if the whole \$280, less seven months' insurance, is lost, it will be a large contribution for our little institution to the sufferers by this sad calamity.

The usefulness and real value of public libraries is now so generally acknowledged and understood, that it would be altogether superfluous for us to enlarge upon that subject; and our duty is done when we report the present condition of the Library under our charge. We can see how its usefulness could be increased with larger means and more liberal endowment; but as it is, there can be no question that it is a blessing to those who use it, and to the community who own and support it.

For the Board of Trustees of the Public Library.

TIMOTHY T. SAWYER,
President.

OFFICERS
OF THE
CHARLESTOWN PUBLIC LIBRARY,
1872.

TRUSTEES.

TIMOTHY T. SAWYER, *President.*

GEORGE HYDE.	JOSEPH SOUTHER.
RICH'D FROTHINGHAM.	FRANCIS E. DOWNER.
GEORGE D. EDMANDS.	CHARLES F. JOHNSON.
GEORGE P. KETTELL.	JOHN R. CUSHMAN.

CORNELIUS S. CARTÉE, *Librarian.*

SUSAN EDWARDS,	} <i>Assistants.</i>
ANNA M. STEVENS,	

DONATIONS FROM JAN. 1 TO NOV. 1, 1872.

	VOLS.	PAMS.
Amherst College		4
Antioch College		1
Bailey, Andrew J.	5	1
Banks, <i>Hon.</i> N. P.	21	6
Bates College, Me.		1
Boston, City	3	
Boston College		1
Boston Mercantile Library Association		1
Boston Public Library		6
Bowdoin College, Me.		3
Briggs & Bros., Rochester, N. Y.		1
Bronson Library, Waterbury, Conn.	1	
Brookline Public Library		1
Brown University, R. I.		2
California University		1
Cartée, C. S.	3	
Chelsea City		1
Chelsea Public Library		3
Chicago Relief & Aid Society		1
Cobden Club, London, Eng.	2	2
Colby University, Me.		2
Cornell University, N. Y.		1
Cutter, A. E.	8	28
Dartmouth College, N. H.		2
Delaware College, Del.		2
Detroit Board of Education		1
Edes, Harry H.		1
Fearing, <i>Hon.</i> A.	4	1
Forster, <i>Dr.</i> E. J.	41	82
Frothingham, <i>Hon.</i> R.	1	
Georgia Historical Society		1
Girard College, Pa.		2
Harvard University		2
Holton Library, Brighton	1	2
Hubbell, <i>Mrs.</i> P.	47	
Hyde, George	2	
Illinois Industrial University		1
Iowa Agricultural College		1
Kansas Agricultural College		1
Little, Brown & Co.	1	
Lowell City Library		1
Lyon, <i>Dr.</i> H.	94	
Maine Agricultural College		2
Manchester City Library		1
Maryland Agricultural College		1
Massachusetts Agricultural College		3

	VOLS.	PAMS.
Massachusetts Board of Agriculture	5	
“ Bureau of Statistics & Labor	1	
“ Harbor Commissioners	1	1
“ Institute of Technology		2
“ State Board of Health		1
“ State Lunatic Hospital		1
Medford Public Library	1	
Miami University, Ohio		2
Middlebury College, Conn.		2
Michigan Agricultural College		1
Michigan State Board of Agriculture	1	
“ University		2
New Bedford Public Library		1
Newburyport Public Library		2
Newton Free Library		1
New York State Library	1	1
Paine, <i>Rev.</i> Albert	2	
Peabody Institute, Baltimore		7
“ “ Peabody		2
Preble, <i>Capt.</i> G. H., U. S. N.	2	1
Quincy Public Library		1
Reading Public Library		1
St. Louis University, Mo.		2
Sands, <i>Rear Admiral</i> , B. F., U. S. N.	1	
Sawyer, <i>Hon.</i> T. T.	42	40
Sears, <i>Rev. Dr.</i> B.		1
Smithsonian Institution	1	
South Carolina University		3
Springfield City Library		1
Stover, A. W.	12	
Taunton Public Library		1
Trinity College, Conn.		3
Tufts College		1
Union College, N. Y.		1
U. S. Department of Agriculture	3	
Vermont University		2
Virginia University		1
Waltham Public Library		1
War Department, Washington, D. C.		1
Watertown Public Library		1
Wesleyan Seminary, Me.		1
Wesleyan University, Conn.		3
West Springfield, Town		1
Wheildon, W. W.	2	1
Williams College		2
Wilson, <i>Hon.</i> Henry	1	
Winchendon Public Library		1
Winchester Home		1
Winthrop, <i>Hon.</i> R. C.		10
Woburn, Town		2
Worcester Public Library		1
Yale College, Conn.		2
Young Men's Association, Buffalo		1

